

**Syllabus Fall 2016 (A Schedule)**

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**Course Instructors**

Lecture Sections 14720, 14732, 14744

Professor Leigh Tost  
Office: HOH 436  
Phone: 213-740-0728  
Email: [tost@marshall.usc.edu](mailto:tost@marshall.usc.edu)  
Office Hours: By appointment

Lecture Sections 14726, 14738, 14750

Professor Eric Anicich  
Office: HOH 411  
Phone: 213-740-0728  
Email: [anicich@marshall.usc.edu](mailto:anicich@marshall.usc.edu)  
Office Hours: By appointment

**Discussion Instructors**

Professor Christopher Bresnahan  
Office: HOH 417  
Phone: 213-740-0175  
Email: [Buad304@yahoo.com](mailto:Buad304@yahoo.com)  
Office Hours: Wednesdays at 5 pm and by appt

Professor Jody Tolan  
Office: HOH 430  
Phone: 213-740-4681  
Email: [tolan@marshall.usc.edu](mailto:tolan@marshall.usc.edu)  
Office Hours: Thursdays 4-5:30 pm and by appt

Professor Amy Granados  
Office: HOH 431  
Phone: 213-740-0728  
Email: [AmyGranadosBUAD304@gmail.com](mailto:AmyGranadosBUAD304@gmail.com)  
Office Hours: Tuesdays 12-1:30 pm and by appt

Professor Amy Bresnahan  
Office: HOH 431  
Phone: 213-740-0728  
Email: [abresnah@marshall.usc.edu](mailto:abresnah@marshall.usc.edu)  
Office Hours: Tuesdays 3-4 pm and by appt

Professor Deborah Glynn  
Office: HOH 431  
Phone: 213-740-0728  
Email: [dglynn@usc.edu](mailto:dglynn@usc.edu)  
Office Hours: Mondays 4-5:30 pm and by appt

Professor Michelle Silver Lee  
Office: ACC 230  
Phone: 213-740-0728  
Email: [michell@marshall.usc.edu](mailto:michell@marshall.usc.edu)  
Office Hours: Tuesdays at 10 am and by appt

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**Course Description**

Leadership requires effective management of people and a clear understanding of human behavior and social processes. Leaders need to have a good understanding both of themselves and of those whom they will lead. Leaders need to know why people behave as they do in relation to their job, work group, and organization. This knowledge of individuals' perceptions, attitudes, and behavior enables leaders to choose appropriate leadership styles and managerial practices to increase organization effectiveness and positive human outcomes.

The course moves progressively through individual, group, and organizational levels of behavior drawing on concepts and practices from the field of Organizational Behavior (OB). It also examines the interrelationship of behavioral phenomena among these levels. Studying OB provides a basic understanding of your own and others' behavior, particularly in teams. It enhances your ability to communicate and work effectively with others, core skills of leadership. Our goal is to help you strengthen your people management skills so you can be a successful

leader in any field you choose.

### Course Objectives

- Developing the behavioral skills you need to be a successful leader of yourself and others, including working in teams.
- Understanding the main ideas relating to organizational behavior and their impact on creating a high-performing organization.
- Understanding what leadership means and what is involved in becoming a successful leader in today's business organizations.
- Appreciating leadership skills as an essential complement to the technical skills you are learning in other courses.
- Learning concepts and approaches that will enable you to analyze organizational problems and develop appropriate solutions.

### Course Learning Outcomes

After taking this class, students should be able to:

1. Describe and apply motivation theories to team and organizational scenarios in order to achieve a team's or an organization's goals and objectives.
2. Explain the effect of personality, attitudes, perceptions and attributions on their own and other's behaviors in team and organizational settings.
3. Explain types of teams and apply team development, team effectiveness, and group decision-making models and techniques.
4. Analyze and apply leadership theories and better understand their own leadership style.
5. Analyze bases of power and influence tactics and their impact on achieving their own personal career goals and the organization's objectives.
6. Identify and apply tactics for resolving conflict and handling interpersonal communication in work groups.
7. Describe how organizational cultures are formed and sustained, and the benefits and liabilities of strong organizational cultures and subcultures.
8. Describe the determinants and elements of organizational structure and its impact on an organization's performance.
9. Explain and apply a variety of organizational change methods to improve employee, team and organization performance.

### Relation to Marshall School Learning Goals

In this course, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

1. Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* **Moderate**
2. Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* **Low**
3. Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* **High**
4. Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.* **High**

5. Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. **Moderate**
6. Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* **Moderate**

## Course Format

This hybrid or blended learning course is organized into six core concept modules that combine traditional face-to-face class time with online and out-of-class course work. Each module has a variety of integrated learning modes that you will engage in such as *pre-class learning activities* that include online video lectures, readings and homework assignments. *In-class learning activities* take place in bi-weekly interactive lectures and weekly discussion sessions. One mode is not more important than another. Each builds on the other to help you understand and apply the concepts of the course. These learning activities are applied in several team learning experiences.

Each module has a Module Summary (located at end of syllabus and on Blackboard) that lists all of the learning activities and assignments to complete. You will want to review this document at least a week before each module begins.

### Pre-Class Learning Activities

The online video lectures and related readings will explain key conceptual frameworks and concepts of organizational behavior. They include short stories and videos to illustrate how corporate leaders are implementing the concepts you are learning. In addition, homework assignments give you the opportunity to learn and practice the concepts being reviewed and applied in class so that you are prepared to fully participate in the class meetings. It is expected that you will complete these requirements prior to attending class.

### In-Class Learning Activities

The bi-weekly lecture sessions will address the course material in a highly interactive format including case studies (based on your homework), self-assessment measures, and question-and-answer periods. It is expected that you will come to your lecture sessions prepared to discuss the assigned material and to participate fully in these active learning activities.

The discussion sessions will focus on skill building and experiential exercises to learn leadership skills. They will integrate skill development with the concepts covered in the core concept module. It is expected that you will come to your discussion section meeting prepared to discuss the assigned material and participate fully in these active learning exercises.

## Changing Discussion Sections

Registration is managed online through the My USC portal. If you are registered for BUAD 304 but interested in another discussion section, monitor registration online for availability and drop/add online. Remember that each discussion section is attached to a lecture section. Before changing your discussion section, confirm that both the lecture & discussion section work with your schedule. If you are concerned about losing your spot before you can successfully add a different section, make sure you complete the transaction at the same time (i.e. in the same online session). The system will not drop you from the class if a new spot is not available. You may consult an advisor in the Advising Office located in BRI 104 if you need assistance using the online system. Contact your discussion instructor with any other questions about changing sections.

## Required Course Materials

**Course Reader:** This course uses a required Course Reader that is a compilation of relevant articles, cases and selected book chapters. You can purchase the Course Reader at the USC Bookstore. Purchasing these required materials at the USC Bookstore is the easiest way to make sure you have all the required materials. An eText version of the reader will be available. The link will be posted on Blackboard. *The previous versions of this Course Reader from Fall 2014 through Spring 2016 semesters are acceptable for this semester.*

**2 Texts:** (1) Nelson, D. L. & Quick, J. C. (2013) Cengage Learning Custom Reader from ORGB (5<sup>th</sup> edition): Chapter 5 (Motivation at Work), Chapter 6 (Learning and Performance Management) & Chapter 11 (Power and Political Behavior)  
Available in the USC Bookstore or eText available for purchase at <http://www.cengagebrain.com/course/1384497>.  
*Previous used versions of this reader will be missing Chapter 6 so it is not recommended.*

(2) Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). Random House LLC. Smart choices: a practical guide to making better life decisions.  
In the event you cannot find a copy of the Smart Choices text in the USC Bookstore or online, you can purchase a pdf (e-copy) version from Harvard Publishing at <https://cb.hbsp.harvard.edu/cbmp/access/38229702>.

**Project Case:** This separate case will be available for purchase at the USC Bookstore after Week 5.

## Additional Readings, Resources and Assessments

1. Videos are available on the USC Marshall Critical Thinking Initiative website to help you better understand how to do case analysis and use the Marshall USC-CT framework.  
<http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>
2. Any additional readings and/or assessments will be posted on Blackboard.

## Readings on Reserve

We have placed eligible readings in the ARES Online Reserve system accessible at <https://reserves.usc.edu>. Access to ARES requires your **USC Net ID** and password. Your USC NetID, also referred to as your "username", is the first part of your USC e-mail address; the part before the "@". For example, if your email were 'ttrojan@usc.edu' you would enter 'ttrojan' in the USC NetID box. Your password is the same as the one you would use to access email using the USC email system. **NOTE:** Not all readings are available on ARES, such as cases and articles published by Harvard.

## Blackboard

All of the course learning resources will be available through the *main course web page* on Blackboard. To access Blackboard from your web browser, enter <https://blackboard.usc.edu>, and use your USC username and password to log in. There are several sections of BUAD 304 but only those sections you are registered for will appear on your Blackboard home page. You can use the tabs on the left-hand side to access the materials and navigate the course web page. This will be explained in more detail in your first discussion meeting.

For your *discussion section web page*, select the similar link that contains your discussion section number. You can use your discussion section web page to communicate directly with your discussion instructor, your project team members, and other classmates from your discussion section. Assignment and exam scores are posted on your discussion Blackboard site.

## Grading

### ***PARTICIPATION***

Participation	15%
HW Peer Evaluation 1	3%
HW Peer Evaluation 2	6%
Project Peer Evaluation	6%

### ***HOMEWORK***

Individual Case HW (7)	8%
Team Case HW (4)	12%
Discussion HW (3)	5%
Team Case Analysis Project	15%

### ***EXAMS***

Progress Exam	10%
Final Exam	20%

***TOTAL*** ***100%***

\*You must attend the lecture and discussion sections in which you are registered in order to receive participation and/or homework credit for those sessions.

**Participation:** This part of your grade will be based on consistent and effective contributions to class discussions primarily in Discussion. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should be prepared to contribute to all class discussions, demonstrating your preparation by asking questions whenever necessary and by integrating the vocabulary and concepts from the readings and video lectures, as well as your own experiences, into your comments. The core component of your participation grade is an active and insightful contribution to the conversation in the classroom, not just attending the class.

**Research Studies Participation:** A smaller component of your participation grade comprises your involvement in research activities. You can choose one of two options below to fulfill this requirement. Please note that, if you do *not* complete one of these two options, you will lose points for this part of your grade.

### Option 1:

First, you can participate in research studies. To do this, you will attend sessions outside of class, conducted by researchers in MOR at Marshall. You will earn ½ credit or 1 credit for each separate study you complete; most sessions are no more than an hour long. You will need to obtain 4 credits during the semester in order to fulfill the research requirement. If you choose this option, please register for an account at <http://marshall-mor.sona-systems.com/> (see instructions posted separately to Blackboard) no later than September 14, 2016. Those who do not register or reactivate by this date will be required to complete Option 2 (research papers). After you verify your account, you will need to check the site regularly to find open studies and sign yourself up for appointments. Studies are scheduled throughout the semester, on various days and times. It's important that you complete your credit early; if you wait until the end of the semester, there may not be enough studies available. You are not guaranteed an available study spot.

To receive full participation points, you must earn your first credit by November 16, 2016. Your other credits can be earned any time before Friday, December 2, 2016 (the last day of classes). As a courtesy to the researcher and other students waiting for spots, please use the online system to cancel your appointment ASAP if you can't make it.

*Please note: If you earn your first 3 credits by showing up to ALL of your scheduled sessions, on time, then you will earn your 4th credit "free," as a bonus. That is, the system is "earn three, get one free"-- again, provided that you show up to all three early sessions as scheduled and on time.*

### Option 2:

Your second way to complete the research requirement is to write 3 short, 3-page research papers on topics prearranged with your Discussion Instructor no later than Week 12. Papers must be turned in no later than Friday, December 2, 2016 to your Discussion Instructor. All paper topics must be arranged by November 18. No topics can be arranged after November 18.

Students must be aged 18 or older by October 23, 2016 in order to choose Option 1; otherwise, you will need to discuss Option 2 with your Discussion Instructor.

**IMPORTANT NOTES:** (A) If you already have a research study account from a past BUAD 304 or BUAD 497 course, you will need to email the administrator ([limj@marshall.usc.edu](mailto:limj@marshall.usc.edu)) in order to request account reactivation. Past credits earned CANNOT be used for current courses. (B) If you are enrolled for Marketing BUAD 307, please make sure you visit the Marketing research study website your Marketing Professor has given you. Please see your Marketing syllabus. Each course has its own unique Sona Systems web address. **Credits will NOT transfer from one class to the other for credit fulfillment, no exceptions.**

**Case Homework for Lecture Sessions:** This portion of your grade will be based on timely and complete submission of homework. Aligned with the core concept modules, there are case analysis assignments that require preparing Case Notes before lecture and writing up a Case Analysis Memo after lecture; both are submitted using TurnItIn via Blackboard. Case Notes follows the 1-page template posted on Blackboard in Assignments. The 1-page, single-spaced Case Analysis Memo should follow the guidelines and rubric posted in Blackboard and outlined in the first discussion meeting (Week One). Due dates are listed in the Weekly Assignments schedule at the end of this document. Bring a hard copy of the Case Notes to lecture class.

The first two Case Memos are individual assignments to be completed on your own as you learn how to complete a case analysis using the Marshall USC-CT Framework. The next four Case Analysis Memos will be completed in your assigned team using the framework. Each student will turn in his or her own Case Memo #3 after working through the case together in the team. This memo will be assessed (graded) on an individual basis. Case Memos #4-6 will be submitted one per team and receive a group grade. Assignment scores and instructor feedback are viewable via Blackboard Gradebook. Case Notes are always individual assignments.

Important note: The assignment must be turned in online by the due date AND you must attend the entire lecture session to get credit for the homework. Having someone else hand in your homework when you did not attend class constitutes an academic integrity violation for both parties and will be treated accordingly. Your discussion section instructor will provide you with additional details about homework expectations.

**HW Peer Evaluations:** You will complete a self and peer evaluation online after every two team HW assignments providing feedback on your teammates' contributions to the case analysis process. The criteria for the evaluation will be posted on Blackboard along with the link to the online form. These results will be assessed (graded) on an individual basis and will contribute to your overall course grade. They may also be used for discussions with your teammates to improve your and the team's performance. Evaluation scores are posted on Blackboard and peer feedback is provided by email from your discussion instructor. Due dates will be posted on Blackboard.

**Homework in Discussion Sessions:** This portion of your grade will be assessed on both the quality and timely submission of each homework assignment. Discussion HW assignments are noted in the Module Summary and posted in Blackboard. The assignment is due at the beginning of discussion as indicated in the Weekly Assignments schedule at the end of this document.

Important note: You must attend the entire discussion session to get credit for the homework. Having someone else hand in your homework when you did not attend class constitutes an academic integrity violation for both parties and will be treated accordingly. Your Discussion Instructor will provide you with additional details about homework expectations.

**Team Case Analysis Project:** This team project gives you the opportunity to demonstrate your ability to apply concepts from the course to analyze real organizational problems and develop appropriate solutions using what you have learned. Utilizing case studies in this way provides real-world practice without the risk and the deliberate application of skills and knowledge to determine what, how, when and why it works in the case scenario. Unlike the lecture case homework assignments, this case project is designed to take several weeks to do a thorough job. You will not get the benefit of the assignment (i.e. do a sufficiently comprehensive analysis and evaluation) if you wait until the last week or two before the due date.

The case will be available at the bookstore by mid-semester. Your grade on the case analysis is a "team grade" that will be assigned equally to all members of the team. Please note: If you do not participate fully in team meetings and tasks, you will not receive the team grade but be assigned an individual grade that is lower than the team grade. Your participation grade will also be at risk. This may also constitute an academic integrity violation and will be treated accordingly.

The case analysis paper should be 8-10 typed pages, double-spaced using 12-point font and 1-inch margins. The cases will be graded according to the Case Project Grading Rubric (on

Blackboard), which contains specific instructions about the assignment. This assignment will be explained further in discussion. A copy of the paper must be submitted to HOH 431 (the MOR office) by Friday, November 18 no later than 3 pm AND a copy must be submitted on Blackboard via TurnItIn. Papers submitted after the deadline will lose points.

**Case Project Peer Evaluation:** You will complete a self and peer evaluation online within a few days after turning in the case project. This is similar to the HW Peer Evaluation process and provides feedback on your teammates' contributions throughout the project. The criteria for the evaluation will be posted on Blackboard along with the link to the online form. These results will be assessed (graded) on an individual basis and will contribute to your overall course grade.

**Progress Exam and Final Exam:** These exams include short essay questions based on a case with questions about the material covered in the course. Refer to the exam study guide that is posted on Blackboard for information on the format of the questions, topics covered, and a sample question. The progress exam will take place at your regular lecture time during the week of September 26 (rooms TBA). Make-up progress exams will not be permitted.

The final exam will take place on the date and time assigned for the lecture session time slot in the University final exam schedule (room TBA). If you have another final exam scheduled for the same time as the final exam for this course, you must let your discussion instructor know about the conflict at least 3 weeks prior to the final exam.

### **Final Exam Schedule**

Confirmation of room locations will be provided in class.

- Tuesday evening lectures take their final on Tuesday, December 13 from 7-9 pm.
- Thursday evening lectures take their final on Thursday, December 8 from 7-9 pm.
- Friday 8 am lectures take their final on Wednesday, December 7 from 8-10 am.
- Friday 10 am lectures take their final on Monday, December 12 from 8-10 am.

### **USC Marshall Critical Thinking Initiative:**

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course. The centerpiece of Marshall's critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website:

<http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

### **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. IN OTHER WORDS, you are not to use another student's work to complete your own assignments; nor should you share your work with others before an assignment is submitted and graded.



All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus)) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards immediately for further review. 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.

All BUAD 304 students are held to the standards outlined in SCAMPUS. The use of unauthorized material or technology, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other course work is unacceptable and will be treated accordingly. Other integrity violations include handing in someone else's homework assignment for them when they did not attend class, or claiming credit for words or thoughts that are not your own, which includes using someone else's work to complete your assignment having your name appear on a team project/paper when you did not fully participate in completion of the project/paper.

These actions will have significant impact on your final grade, such as receiving a failing grade for an assignment, a lower participation grade, or failing the course if it is determined that there was cheating on any assignment or exam. Not only is it your responsibility to abide by these standards, it is also your responsibility to notify the instructor if you observe any violations of academic integrity in this course.

### **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 your Discussion Instructor as early in the semester as possible. DSP is located in Grace Ford Salvatori Hall 120 (GFS 120) and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Video phone is 213-814-4618. Email is [ability@usc.edu](mailto:ability@usc.edu). For more information visit [www.usc.edu/disability](http://www.usc.edu/disability).

### **Retention of Graded Coursework**

Final exams and all other graded work, which affects 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 we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

### **Statement on Technology Use**

Please note that smartphones, computer laptop or tablet use is not allowed during the discussion and lecture sessions. It is far more important to participate than to take detailed notes. A few hand-written notes will suffice. After each discussion and lecture session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful.

All electronic devices are to be turned off and kept off throughout the class session. Receiving or sending communication or entertainment during class is unacceptable and disrupts the learning environment and is rude to those around you.

Instructors may deny Participation/Contribution points to students misusing technology

during class. We invite you to “Be Here, Be Present!” to create an engaging learning community.

**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.

*The weekly schedule is also posted on Blackboard as a separate document  
if you cannot read the one below clearly.*

NOTE:		All prework must be submitted by the due date before the module begins regardless of A or B lecture so you are prepared for class meetings, lecture and/or discussion. Lecture homework must be turned in via Bbd TurnItIn by the due dates specified. Discussion HW is turned in during class unless otherwise specified. You should bring the assessment results with you to every class.		
MODULE	WEEK/ WEEK OF:	PREWORK/HOMEWORK	LECTURE	DISCUSSION
INTRO TO COURSE	1 Aug 22	Read Syllabus Watch 2 short videos at <a href="http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx">http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx</a> 1. The 5-Step USC-CT Problem Solving Process 2. Tackling Case Analysis	LECTURES DO NOT MEET THIS WEEK	Discussion meets in the Classroom Intro to Course Case Analysis Activity using USC-CT
<b>UNDERSTANDING INDIVIDUALS: INCLUDES 2 VIDEO LECTURES</b>				
MOTIVATION	2 Aug 29	Complete Pre-work & Assignments as noted in the Motivation Module Summary SUBMIT Case Notes #1 no later than 11:59 pm on Sun Aug 28th via Blackboard AND Bring a copy of Case Notes to Lecture SUBMIT Case Memo #1 no later than 4 days after lecture meets via Blackboard Complete assessments as assigned in Module Summary	Lecture A: Motivation Bring a copy of Case Notes #1 to class	Discussion meets in the Fertitta ELC Strong Inventory prework required
	3 Sept 5		No Lecture	No Discussion/Labor Day
PERCEPTION & DECISION MAKING	4 Sept 12	Complete Pre-work & Assignments as noted in the Perception & Decision Making Module Summary SUBMIT Case Notes #2 no later than 11:59 pm on Sun Sept 11th via Blackboard SUBMIT Case Memo #2 no later than 4 days after lecture meets via Blackboard Complete assessment(s) as assigned in Module Summary	Lecture A: Perception & Decision Making Bring a copy of Case Notes #2 to class	Discussion meets in Classroom <b>Homework Due:</b> Personality Assessment Teams will be assigned
	5 Sept 19		No Lecture	Discussion meets in the Fertitta ELC
<b>PROGRESS EXAM</b>				
PROGRESS EXAM	6 Sept 26	Progress Exam will be given during your regular lecture time Rooms TBD and will be posted on Blackboard Discussions will meet in the Classroom this week.	No Lectures Exam during Lecture Time	Discussion meets in the Classroom Team Activity/Scavenger Hunt
<b>WORKING IN TEAMS: INCLUDES 2 VIDEO LECTURES</b>				
TEAMS	7 Oct 3	Complete Pre-work & Assignments as noted in the Teams Module Summary Submit Case Notes #3 no later than 11:59 pm on Sun Oct 2nd via Blackboard Submit Case Memo #3 no later than 4 days after lecture meets Complete Discussion HW#1 and submit in Discussion Class Complete Scavenger Hunt Team Memo and bring to Discussion Class Complete assessment(s) as assigned in Module Summary	Lecture A: Teams Bring a copy of Case Notes #3 to class	Discussion meets in the Classroom <b>Homework Due:</b> Discussion HW #1 & Team Memo Required team meetings in class
	8 Oct 10	Complete Discussion Pre-work (readings) as noted in the Teams Module Summary	No Lecture	Discussion meets in the Classroom
POWER & INFLUENCE	9 Oct 17	Complete Pre-work & Assignments as noted in the Power & Influence Module Summary Submit Case Notes #4 no later than 11:59 pm on Sun Oct 16th via Blackboard Submit Case Memo #4 no later than 4 days after lecture meets Complete Discussion HW#2 and submit in Discussion Class Complete assessment(s) as assigned in Module Summary	Lecture A: Teams Bring a copy of Case Notes #4 to class	Discussion meets in the Classroom <b>Homework Due:</b> Discussion HW#2
	10 Oct 24		No Lecture	Discussion meets in the Fertitta ELC
<b>ORGANIZATIONS: INCLUDES 2 VIDEO LECTURES</b>				
ORG DESIGN	11 Oct 31	Complete Pre-work & Assignments as noted in the Organization Design Module Summary Submit Case Notes #5 no later than 11:59 pm on Sun Oct 30th via Blackboard Submit Case Memo #5 no later than 4 days after lecture meets Complete Discussion HW#3 and submit in Discussion Class Complete assessment(s) as assigned in Module Summary	Lecture A: Org Design Bring a copy of Case Notes #5 to class	Discussion meets in the Classroom <b>Homework Due:</b> Discussion HW#3 Required team meetings in class
	12 Nov 7		No Lecture	Discussion meets in the Fertitta ELC
ORG CHANGE	13 Nov 14	Complete Pre-work & Assignments as noted in the Organizational Change Module Summary Submit Case Notes #6 no later than 11:59 pm on Sun Nov 13th via Blackboard Submit Case Memo #6 no later than 4 days after lecture meets Complete Discussion Pre-work (online interviews) as noted on Blackboard Complete assessment(s) as assigned in Module Summary Submit Case Analysis Paper to BRI306 no later than 3 pm on Friday Nov 20th	Lecture A: Org Change Bring a copy of Case Notes #6 to class	Discussion meets in Classroom Omega Team Activity
Thanksgiving	14 Nov 21	No Lectures/Holiday Week	No Lectures/Holiday Week	No Discussions/Holiday Week
	15 Nov 28	Bring results of all the assessments you've taken to Discussion	No Lecture	Discussion meets in the Classroom Leadership: Putting It All Together

**Module Summaries Follow  
On the next page**

These are also posted on Blackboard  
In the Modules folder

## Module 1: MOTIVATION

**General Overview:** What will you do, as a manager and leader, to increase worker motivation and performance? According to a recent Gallup poll, an alarming 70% of American workers are not showing up to work committed to delivering their best performance. Why should we care? This has serious implications for the bottom line of individual companies and a nation's economy as a whole. Using select motivation theories, we will explore different approaches you can take to influence employee engagement and have a positive impact on your organization. We will discuss specifically how various models of motivation can inform people about how and when to use extrinsic rewards, such as stock options, bonuses, piecemeal rates. We will also discuss how managers can foster the employees' intrinsic motivations in their work. These approaches will also help you achieve your own personal and professional goals in the workplace regardless of your position.

### Learning Objectives

- Understand key theories in explaining employee motivation (Theories: Expectancy, Equity, Maslow's Hierarchy of Needs, McClelland's Needs, Goal Setting, Job Characteristics)
- Be able to use extrinsic rewards to increase motivation and performance
- Understand when and how extrinsic rewards decrease motivation and performance
- Be able to capitalize on people's intrinsic interest in working
- Identify how task characteristics influence which motivational style will be effective

### Topics/Theories Covered:

- Extrinsic Motivation
  - Classic Reinforcement Theories
  - Expectancy Model
  - Equity Model
  - Goals
  - Problems with extrinsic incentives
- Intrinsic Motivation
  - Maslow's Hierarchy of Needs
  - Job Characteristics Model
  - Purpose

### Readings:

- Nelson, D. L. & Quick, J. C. (2013) Cengage Learning. ORGB5 (5<sup>th</sup> Edition): Chapter 5 (Motivation at Work) & Chapter 6 (Learning and Performance Management)
- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, 9, 7-14.
- Staw, B. (1995). The self-perception of motivation. In B. Staw (Ed.), *Psychological Dimensions of Organizational Behavior* (2nd edition). Englewood Cliffs, NJ: Prentice Hall.
- Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, 109-119.
- Frost and Purdy, 2008. "An Introductory Note on Managing People in Organizations." P.19-24. (Ivey). [Located in Module 5 section of the Course Reader.]

## **Video Lecture:** Motivation

Link located on Blackboard or cut & paste this link into your browser.

<http://msbmediasite01.usc.edu/msbmediasite/Play/b31d0fcd0d244037b9ab45ef0c8700d61d?catalog=83220fd8-75d7-4baf-ab52-b6306b5e1926>

## **Written Assignments:**

### Case Notes #1:

- Use template to prepare case notes for the Engstrom Auto Mirror Plant: Motivating in Good Times and Bad.
- Submit no later than 11:59 pm on Sunday, August 28th via Blackboard DISCUSSION site (NOT lecture)
- Bring a copy of Case Notes #1 to your lecture meeting.

### Case Memo #1:

- Complete the one page case analysis memo of the Engstrom case using the USC-CT framework reviewed in the first discussion meeting.
- Submit no later than 11:59 pm four days after lecture meets (Tuesday lectures due on Sat 9/3; Thursday lectures due on Mon 9/5; and Friday lectures due Tues 9/6) via Blackboard Discussion site (NOT lecture).

### Case Notes Instructions:

Read and reflect on the assigned case to identify key issues as well as relevant theories and concepts that help you better understand the situation. Then complete the Case Notes Worksheet (template posted on Blackboard in Homework folder.) This preparation is intended to help you actively engage in the discussion in lecture and help you complete your Case Memo that is due after lecture. You should apply the first two steps of the USC-CT framework – Uncover the issues/main problem and Select the most critical challenges & prioritize – using the motivation concepts, theories and terms you learned in the video lecture and readings. This format applies to all future Case Notes assignments.

### Case Memo Instructions:

The case analysis homework is an exercise to apply the concepts you have learned. Using the USC-CT framework, analyze the case in order to understand the most important issues in order to make a recommendation to Ron Bent. The following questions should inform your THINKING and ANALYZING. Follow the Case Analysis Memo rubric for the format of the HW memo, which is the deliverable.

**U:** Begin by identifying the key problems/issues for Engstrom. Identify the key theoretical contributions that a Scanlon plan should bring to a company. Is Scanlon a good solution for Engstrom's challenges? What organizational factors at Engstrom impacted how well Scanlon performed at the plant?

**S:** Using the concepts from the online video and readings, how would you define the central issue or problem? For example, how would you frame the problem in motivation or OB terms given what you have learned in the video and readings.

**C:** What alternatives should Bent consider to reduce the grumbling and get the plant back on track? Support your reasoning.

**C:** Choose the best alternative (course of action or final recommendation) that addresses the problem facing Engstrom that you identified prior. Why did you select this alternative? What are the risks and benefits?

**T:** What implementation steps need to be considered to ensure success this time? Justify your choice(s).

The Case Memo guidelines and format, along with the USC-CT analytical framework, will be discussed in the first Discussion Class meeting in Week 1. As noted in the Weekly Schedule, you will need to watch the two videos on the [USC Marshall Critical Thinking Initiative website](http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx) (<http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>).

### **Additional Assignments to Complete Before Class**

#### **Before First Discussion Meeting:**

In order to prepare for a brief case analysis exercise in the first Discussion class in Week 1, please watch the following short videos:

- The 5-Step USC-CT Problem Solving Process (14:31) outlines the method you will use to complete the case analysis homework assignments.
- Tackling Case Analysis (29:13) provides useful advice on how to complete a case analysis.

They are located on the USC Critical Thinking Initiative website:

<http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>. This is also noted on the Weekly Schedule.

#### **Before First Lecture Meeting & Second Discussion Meeting in ELC:**

- Complete the O\*NET Interest Profiler Short Form online at <https://www.onetcenter.org/IP.html?p=2> (cut & paste into browser) before Discussion meets in Week 2. This information is necessary for the experiential exercise we will be doing..
  - Bring a copy of the results to lecture and the ELC. You will need the results to complete the exercise in the ELC.
- Complete the Big Five Personality assessment online at <http://www.truity.com/test/big-five-personality-test>.
  - Bring a copy of results to lecture. The results may also be used in future discussions.

## **Module 2: PERCEPTION AND DECISION-MAKING**

**General Overview:** What biases influence people's perceptions and decisions? How can you avoid falling prey to them? This module will answer these questions and provide an overview of perception and decision-making. After reviewing decision-making theories and discussing the most common biases that creep into these processes, this module will present strategies for how to make effective decisions and give students an opportunity to employ these strategies in their own decision-making.

## **Learning Objectives**

- Understand how individuals make attributions for others' behavior (Attribution Theory)
- Be able to identify pitfalls in attribution process – for example, how one's perceptions about what is driving a coworker/employee/boss's behavior may be biased.
- Understand the various biases that hinder the decision-making process
- Understand and be able to use decision-making strategies to avoid common biases and make sound decisions.

## **Topics/Theories Covered:**

- Perception
  - Attribution Theory
  - Gestalt principles
  - Perception biases (Fundamental Attribution Error, Actor-Observer differences, Selective perception, Halo effect, Contrast effects, Stereotyping)
  - Self-fulfilling prophecies
- Decision-making
  - Homo Economicus versus Bounded Rationality
  - Biases (Availability Heuristic, Planning Fallacy, Sunk Cost Effect, Overconfidence, Impulsivity, Hindsight Bias)
  - Decision-making strategies including the PrOACT approach

## **Readings:**

- Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). Smart choices: a practical guide to making better life decisions. Random House LLC.
  - Chapter 1: Making Smart Choices (1 – 14)
  - Chapter 2: Problem (15 – 30)
  - Chapter 3: Objectives (31 – 46)
  - Chapter 4: Alternatives (47 – 64)
- Frost and Purdy, 2008. "An Introductory Note on Managing People in Organizations." P.24-30. (Ivey).

## **Video Lecture:** Perception and Decision Making, located on Blackboard

Link located on Blackboard or cut & paste this link into your browser.

<http://msbmediasite01.usc.edu/msbmediasite/Play/a2ed0a591b824b23ac857efcc4c449841d?catalog=83220fd8-75d7-4baf-ab52-b6306b5e1926>

## **Written Assignments:**

### **Case Notes #2:**

- Use template to prepare case notes for the Dave Armstrong (A) case. Do not use the (B) case.
- Submit no later than 11:59 pm on Sunday, September 11 via Blackboard DISCUSSION site (NOT lecture)
- Bring a copy of Case Notes #2 to your lecture meeting along with the Dave Armstrong (B) case.



### Case Memo #2:

- Follow the instructions below to complete Case Memo #2 on the Dave Armstrong (A) case.
- Submit no later than 11:59 pm four days after lecture meets (Tuesday lectures due on Sat 9/17; Thursday lectures due on Mon 9/19; and Friday lectures due Tues 9/20) via Blackboard Discussion site.

This case homework is an exercise to apply the concepts you have learned and apply many of the techniques from the reading to a decision faced by a 2<sup>nd</sup> year MBA student. As you can see, this assignment does not use the USC-CT framework but applies a different approach to critically thinking through a problem, challenge or opportunity.

After reading the Dave Armstrong (A) case, respond to the following questions. Do not use the B case to answer any of these questions.

1. Describe the decision that Dave Armstrong faces. Use the ProACT approach presented in *Smart Choices* to analyze his decision. Briefly state how each of the eight elements apply to Dave's decision (i.e., Problem, Objectives, Alternative, Consequences, Tradeoffs, Uncertainty, Risk Tolerance, and Linked Decisions).
2. Which elements are MOST relevant for Dave's decision problem?
3. What advice would you give Dave that would help him make a smart choice?
4. Why is the decision facing Dave Armstrong a difficult one?

Write up your responses in a general memo format with the appropriate heading. Please number your responses. You can find information on memo format and view a sample memo on the Purdue OWL site <https://owl.english.purdue.edu/owl/resource/590/04/>.

### **Additional Assignments to Complete Before Class**

- Take the personality assessment at <http://www.humanmetrics.com/cgi-win/jtypes2.asp> that will provide you with a specific Jungian type (4 letters). The assessment has several multiple-choice questions. Take it when you are more relaxed and go with the first response that resonates with you.
- PRINT out your results and bring them to Discussion. Class activities depend on you knowing and using the results.

## **PROGRESS EXAM in Week 6 – Week of September 26**

- Team Activity & Scavenger Hunt in Discussion this week.

## **Module 3: LEADERSHIP IN A TEAM-BASED ENVIRONMENT**

**General Overview:** In a survey of manufacturing organizations, about 80 percent of respondents said they used teams of some type, but only 14 percent of those companies rated their teaming efforts as highly effective. Half the respondents said their efforts were only somewhat effective, and 15 percent considered their efforts not effective at all. In a 2013 survey conducted by EY, almost 9 out of 10 companies agreed that the problems confronting them are now so complex that cross-disciplinary, diverse teams are essential to provide

effective solutions. People in every workplace – from the factory floor to the C-suite – talk about team building, working as a team, and my team, but few understand how to create the experience of team building or how to develop an effective team. This module will teach principles of group behavior and effective team member skills. We will pay particular attention to understanding 1) the stages of group development and 2) factors which contribute to team effectiveness. Later, we identify team dysfunctions and approaches for overcoming these challenges.

Throughout the semester, you will be putting this knowledge in practice working in teams to complete homework assignments and a case analysis project. This experience gives you practice with course content and the opportunity to develop communication skills. You'll also practice conflict management skills as you learn how to understand and incorporate diverse points of view. We will include a variety of exercises to assist you in assessing your performance and establish more productive behaviors. Our goal is to have every student develop the ability to lead in a team-based environment while here at the University and beyond in the workplace.

### **Learning Objectives**

- Distinguish a work group from a team
- Compare and contrast four types of teams
- Describe how groups form and develop
- Identify characteristics of High Performance Teams
- Understand how to overcome obstacles when engaged in teamwork

### **Topics/Theories Covered:**

- Group Behaviors
  - Tuckman's Group Formation Model
  - Team Effectiveness Model (Context, Composition, Process)
- Challenges with Teams
  - Lencioni's Five Dysfunctions of a Team
  - Overcoming these obstacles
- High Performing Teams

### **Readings:**

- Robbins, S.P. and Judge, T.A., Essentials of Organizational Behavior, Upper Saddle River, NJ: Pearson, 2014.
  - Chapter 9: Foundations of Group Behavior
  - Chapter 10: Understanding Work Teams
- Video: The Five Dysfunctions of a Team by Patrick Lencioni is embedded inside the online Team video.

**Video Lecture:** Leading in at Team-Based Environment, located on Blackboard

Link located on Blackboard or cut & paste this link into your browser.

<http://msbmediasite01.usc.edu/msbmediasite/Play/a0284b627bb343848416880f49ab13961d?catalog=83220fd8-75d7-4baf-ab52-b6306b5e1926>

### **Written Assignments:**

Case Notes #3:

- Use template to prepare case notes for the Team Turmoil case.

- Submit no later than 11:59 pm on Sunday, October 2 via Blackboard DISCUSSION site (NOT lecture)
- Bring a copy of Case Notes # to your lecture meeting.

#### Case Analysis HW Memo #3:

- Complete the one page case analysis memo of the Teamwork Turmoil case using the USC-CT framework reviewed in the first discussion meeting.
- Submit no later than 11:59 pm four days after lecture meets (Tuesday lectures due on Sat 10/8; Thursday lectures due on Mon 10/10; and Friday lectures due Tues 10/11) via Blackboard Discussion site.

The *case notes* are to prepare you to participate in lecture. The *case analysis memo* is an exercise to apply the concepts you have learned. Using the USC-CT framework, analyze the case in order to understand the most important issues in order to make a recommendation to Tony Marshall. The following questions should inform your THINKING and ANALYZING. Follow the Case Analysis Memo rubric for the format of the HW memo, which is the deliverable. The memo should help Tony Marshall understand the key issues, provide feasible alternatives to improve the team's performance, and make a final recommendation as to what the team has to do first. You should apply the different concepts and models of team effectiveness that were covered in the video lecture and the readings in your analysis.

- U: Uncover the main issues going on in the learning team. What characteristics are missing that would allow the team to perform more efficiently?
- S: Select the main problem or frame the main challenge that the team is facing.
- C: What do you think the team should do to become a high performing team? What should Tony Marshall recommend? What kind of feedback should he provide?
- C: Which of the alternatives would you recommend the team adopt first? Why?
- T: What specific action steps would need to be taken? What would be the specific outcomes for the team and their ability to meet their objectives?

You are back to writing the case memo in the format outlined in the Homework Guidelines: memo format with headings Main Problem/Issues, Alternatives, Final Recommendation/Action Steps. Do not simply answer the questions asked above.

*NOTE: You will be turning in TWO assignments in Discussion in Week 7.*

#### (1) Discussion HW#1:

- Write a two-page memo based on the following prompt. Use the Memo Template on MS Word or other word processing software. The content is more important than the format. Class and small group discussion will be based on this memo.

*As you are aware, you and your classmates are working in teams for your case analysis memos #3-6 and the case analysis project in this course. Drawing on what you have learned about teams and motivation, discuss specific steps your team should take to be a high-performing team that is efficient, effective and even enjoyable. This will be the foundation of your team contract.*

#### (2) Scavenger Hunt Memo:

- Bring a copy of the results of the Scavenger Hunt activity. You should create a document that includes all of the photo documentation of each task in an organized manner. Include a short statement (1-2 sentences) of the key takeaway your team had from the activity. In the heading, include your discussion number and all team members' names. One memo per team.

### **Additional Assignments to Complete Before Class**

- Take the conflict resolution assessment at <http://academic.engr.arizona.edu/vjohnson/ConflictManagementQuestionnaire/ConflictManagementQuestionnaire.asp>. The assessment has several multiple-choice questions.
- PRINT out your results and bring them to lecture and discussion. Class activities depend on you knowing and using the results.

### **Additional Optional References**

#### **Leading Teams**

- Bell, A.H. and Smith, D.M., Learning team skills. Upper Saddle River, NJ: Prentice Hall, 2003.
- De Rond, Mark, There is an I in team: What elite athletes and coaches really know about high performance. Boston, MA: Harvard Business Review Press, 2012.
- Gary, L. How to compensate teams. Boston, MA: Harvard Management Update, No. U9711B.
- Hackman, J.R., Leading teams: Setting the stage for great performances. Boston, MA: Harvard Business School Press, 2002.
- Katzenbach, Jon R. & Smith, Douglas K., The Discipline of teams. Boston, MA: Harvard Business Review, July-August 2005.
- Needham, Robert, Team secrets of the Navy Seals. New York, NY: Skyhorse Publishing, 2012.
- Robbins, S.P. and Judge, T.A., Organizational behavior, 14<sup>th</sup> edition, Boston, MA: Prentice Hall, 2011, Chapter 9.

#### **Trust in teams**

- Greenberg P.S., Greenberg, R., and Antonucci, Y.L.; Creating and sustaining trust in virtual teams. Business Horizons (2007) 50, 325-333.
- Lencioni, Patrick, Overcoming the five dysfunctions of a team: A field guide. San Francisco, CA: Jossey-Bass, 2005.

#### **Virtual Teams**

- Gibson, C.B. and Cohen, S.G., Eds., Virtual teams that work: Creating conditions for virtual team effectiveness. San Francisco, CA: Jossey-Bass, 2003.
- Harvard Business School Press, The virtual team: A collaborative challenge. Excerpted from Creating Teams with an Edge. Boston, MA: Harvard Business School press, 2006.
- Lipnack, J. and Stamps, J., Virtual Teams: People working across boundaries with technology, 2<sup>nd</sup> ed., New York, NY: John Wiley & Sons, Inc., 2000.
- Wardell, C., The art of managing virtual teams: Eight key lessons. Boston, MA: Harvard Management Update, No. U9811B, November 1998.

#### **Meetings**

- Harvard Business Review, Guide to making every meeting matter. Boston, MA: Harvard Business Review, 2010.

## **Module 4: POWER AND INFLUENCE**

**General Overview:** The overall objective of this module is to introduce students to frameworks of power and influence in preparation for successful careers, including performance in the job market, working effectively in teams and organizations, and achieving long-term professional goals, whatever they may be. The online lecture will provide detailed frameworks of power (French and Raven’s five bases of power) and influence (Cialdini’s six influence principles). It will also cover practical ways to act more powerfully as well as summarize findings related to how power affects those who have it.

### **Learning Objectives**

- Recognize the different bases of power used by members of groups and organizations.
- Learn the different influence principles used by members of groups and organizations as well as in written communications.
- Develop skills that improve one’s ability to influence groups and organizations.
- Be able to think critically about power and influence in order to avoid being manipulated by others, maximize one’s own effectiveness, and ensure that one is behaving ethically.
- Learn about the effects of power on those who have it as well as how to overcome common pitfalls.

### **Topics/Theories Covered:**

- The five bases of power
  - Coercive, reward, legitimate, expert, and referent
- The six principles of influence
  - Commitment and consistence, reciprocity, social proof, liking, authority, and scarcity
- How to signal power through nonverbal behavior
- The psychological effects of power on those who have it

### **Readings:**

- Nelson, D. L. & Quick, J. C. (2013) Cengage Learning. *Organizational Behavior: Science, The Real World, and You*, (8th Edition): Chapter 11 (Power and Political Behavior). Purchase online or in Cengage Reader in USC Bookstore.
- Robert B. Cialdini, “Harnessing the Science of Persuasion,” *Harvard Business Review*, (October, 2001).
- “The Necessity of Power: You Can’t Manage Without It,” Excerpted from *Power, Influence, and Persuasion: Sell your Ideas and Make Things Happen*, Harvard Business School Press (2005).

**Video Lecture:** Power and Influence, located on Blackboard

Link located on Blackboard or cut & paste this link into your browser.

<http://msbmediasite01.usc.edu/msbmediasite/Play/74ebf1d28b054829bbfa09a7a241b4a71d?catalog=83220fd8-75d7-4baf-ab52-b6306b5e1926>

## **Written Assignments:**

### **Case Notes #4:**

- Use template to prepare case notes for the Thomas Green: Power, Politics, and a Career in Crisis case. This is an individual assignment.
- Submit no later than 11:59 pm on Sunday, October 16 via TurnItIn on Blackboard DISCUSSION site (NOT lecture)
- Bring a copy of Case Notes #4 to your lecture meeting.

### **Case Analysis Memo #4:**

- Complete the one page case analysis memo of the Thomas Green: Power, Politics, and a Career in Crisis using the USC-CT framework.
- Complete the discussion, analysis and writing of this memo as a team. Submit only one memo per team (team assignment).
- Submit no later than 11:59 pm four days after lecture (Tuesday lectures due on Sat 10/22; Thursday lectures due on Mon 10/24; and Friday lectures due Tues 10/25) via TurnItIn on Blackboard Discussion site.

The *case notes* are to prepare you to participate in lecture. The *case analysis memo* is an exercise to synthesize and communicate what you learned. Using the USC-CT framework, analyze the case in order to understand the most important issues in order to make a recommendation to improve the situation for Thomas Green. The following questions should inform your THINKING and ANALYZING. Follow the Case Analysis Memo rubric for the format of the HW memo, which is the deliverable.

- U: Uncover the main issues facing Green. What are the work styles and personalities of Thomas Green and Frank Davis? How do the actions of Thomas Green differ from the expectations of Frank Davis? What is your analysis of Thomas Green's actions and job performance in his first five months? What mistakes did he make?
- S: Select the main problem or frame the most significant problem(s) that Thomas Green needs to address to save his job.
- C: What actions would you take if you were Thomas Green to save your job? What choices does Green have to solve this problem? Identify several options Green has to improve his situation.
- C: Choose which of the alternatives would you recommend to Green? Why?
- T: What specific action steps would need to be taken? What would be the specific outcomes for Green that are consistent with his overall goals? What challenges do you see and how would you deal with them?

### **Discussion HW#2:**

- Write a one-page memo based on the following prompt. Use the Memo Template on MS Word. The content is more important than the format. This is due Week 9 in Discussion.

*Read a minimum of 5 articles from the Corner Office column in the New York Times (<http://projects.nytimes.com/corner-office>). Of these five columns, select the profile of the person whose style of leadership you most identify with or admire and discuss why this person's leadership is particularly impressive to you. Use concepts from the class (e.g.,*

*leadership, ethics, power and politics) in discussing this person's appeal. Include a list of the 5 profiles you read noting the name, company and title of the essays.*

### **Additional Assignments to Complete Before Class**

- Complete the Power Worksheet located on Blackboard in the Power Module folder.
- PRINT out your results and bring them to lecture and discussion. Class activities depend on you knowing and using the results.
- Bring a copy of your results from the Conflict Resolution Questionnaire results as well.

## **Module 5: ORGANIZATIONAL DESIGN (STRUCTURE & CULTURE)**

**General Overview:** So far, our class has explored approaches to leading organizations at the individual and group levels. Organizational design helps us lead the organization at the highest level, managing the behavior of all employees across the company. Design has two components: structure and culture. Structure is the more tangible of the two components. It refers to the actual framework of a company. It is the explicit set of guidelines and arrangements that direct the way workers perform tasks and interact with one another. Culture is more intangible and implicit; it is the set of beliefs and values of the company's owners and workers. Both components help the leader control and coordinate the things all employees across the organization do.

The first three assigned readings provide an introduction to the language and basic concepts needed to build a foundation for understanding organizational structure and culture. The pages assigned from the Frost and Purdy article provide a good discussion of some of the main ideas and should be read quickly<sup>1</sup> as a structure and culture "primer."

Pages from the Sine, Mitsuhashi, and Kirsch article discuss organizational structure in more detail. These pages come from the introduction to a research study the authors perform. Don't be distracted by their written hypotheses (all of which are supported). Instead, read this short passage for the way the authors nicely sum up the differences between taller, more structured (what they call "bureaucratic") companies and flatter, more loosely-structured (what they call "organic") companies. As they describe these differences, they succinctly summarize key dimensions ("attributes")<sup>2</sup> of structure for us and help us start to think about the way different kinds of companies may benefit from more or less structure.

The reading by Sørensen is a nice summary of what we need to know about organizational culture. When reading this note, first look for the basic leadership problems solved by culture. Then, look for tips for building a strong culture. Lastly, look for how a strong culture (like high levels of organizational structure) can sometimes prevent a company from performing well.

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<sup>1</sup> Place most of your emphasis on pp. 2,7-9. Merely skim pp. 3-6, where the authors discuss "organizational forms" – what we will, more narrowly, discuss as forms of "departmentalization" in the video lecture.

<sup>2</sup> All relevant dimensions that we will cover in the video lecture, except for the aforementioned "departmentalization."

## **Learning Objectives**

- Understand two components of organizational design: structure and culture
- Identify two functions and four key dimensions of structure
- Examine factors affecting choice to have more or less structure
- Appreciate the advantages and disadvantages of having a strong culture
- Understand how to strengthen and build culture, when appropriate

## **Topics/Theories Covered**

- Organizational Structure
  - Functions and dimensions
    - Differentiation - Specialization
    - Differentiation - Departmentalization
    - Integration - Formalization
    - Integration - Administrative intensity
  - When to increase structure
- Organizational Culture
  - Characteristics
  - Advantages
  - Disadvantages
  - Building and strengthening

## **Readings:**

- Frost and Purdy, 2008. "An Introductory Note on Managing People in Organizations." P.2-9. (Ivey).
- Sine, Mitsuhashi, and Kirsch, 2006. "Revisiting Burns and Stalker: Formal Structure and New Venture Performance in Emerging Economic Sectors." Academy of Management Journal. 49-1: 122-125.
- Sørensen, 2009. "Note on Organizational Culture." Case: OB-69. (Stanford).

**Video Lecture:** Organizational Design, located on Blackboard

Link located on Blackboard or cut & paste this link into your browser.

<http://msbmediasite01.usc.edu/msbmediasite/Play/66ed2dbfbbfb4c4cbe00def776301b581d?catalog=83220fd8-75d7-4baf-ab52-b6306b5e1926>

## **Written Assignments:**

Case Notes #5:

- Use template to prepare case notes for the Going Flat: Pursuit of a Democratic Organization case. This is an individual assignment.
- Submit no later than 11:59 pm on Sunday, October 30 via TurnItIn on Blackboard DISCUSSION site (NOT lecture).
- Bring a copy of Case Notes #5 to your lecture meeting.

Case Analysis Memo #5:

- Complete the one page case analysis memo of the Going Flat case using the USC-CT framework.
- Complete the discussion, analysis and writing of this memo as a team. Submit only one memo per team (team assignment).



- Submit no later than 11:59 pm four days after lecture (Tuesday lectures due on Sat 11/5; Thursday lectures due on Mon 11/7; and Friday lectures due Tues 11/8) via TurnItIn on Blackboard Discussion site.

The *case notes* are to prepare you to participate in lecture. Complete this individual assignment using the template posted in Blackboard under HW Guidelines. The *case analysis memo* is an exercise to synthesize and communicate what you learned. Using the USC-CT framework and relevant concepts from this module and previous learning modules, analyze the case in order to identify the central issues and main problem(s). Continue your analysis to identify alternatives and make a recommendation to improve the situation at EBC. Follow the Case Analysis Memo rubric for the format of the HW memo – Problem/Issues, Alternatives, Recommendation.

Let these questions **inform** your analysis and be prepared to discuss in lecture. DO NOT SIMPLY ANSWER THESE QUESTIONS. Follow the Case Analysis Memo rubric for the format of the HW memo, which is the deliverable.

1. What are the key problems / issues facing EBC? What key benefits could a flat structure or low levels of administrative intensity theoretically bring to a company? Is this a good approach for EBC?
2. What organizational factors at EBC likely influenced how well a flat structure performed at EBC? Reflecting on lessons from an earlier module in this class, how might low levels of organizational structure positively and negatively affect motivation?
3. How might a strong organizational culture help support Harmon's structural agenda? Low levels of organizational structure require high levels of self-managed teamwork. Reflecting on lessons from an earlier module in this class, how might a strong organizational culture minimize team dysfunction?
4. If you were Wilfer, what would you recommend to Harmon to help solve the problem facing EBC?

### Discussion HW#3

- Write a one-page, single-spaced memo based on the following prompt. Use the Memo Template on MS Word or Purdue OWL website. The content is more important than the format. This is due Week 11 in Discussion.

*Spend an hour in a local place of business (e.g., coffee shop, bank, retail shop, fast food restaurant, etc.) observing the environment and the employees. Record your observations about their culture as it relates to what you learned in this course. For example, were you able to clearly identify different characteristics of the company's culture? How? Was the company's culture evident in the physical set-up? In the way the employees acted? How do you think the culture was developed; was it developed purposefully or has it evolved over time without formal structure? Use what you've learned about how cultures are developed, sustained, and serve a purpose within an organization in your response.*

### Additional Assignments to Complete Before Class

- Complete the two assessments located on Blackboard in the Organizational Design Module folder.

- What's the right organizational culture for me?
- What type of organizational structure do I prefer?
- PRINT out your results and bring them to lecture and discussion. Class activities depend on you knowing and using the results.

## **Module 6: ORGANIZATIONAL CHANGE**

**General Overview:** Most courses at Marshall, including the first five modules of BUAD 304, provide powerful models/theories for understanding various features and issues of business and organizations. These models provide useful methods and analytical tools for understanding how business and organizations work, analyzing the causes of problems, and designing solutions and innovations for making organizations more effective. Unless organizations can implement these solutions/innovations, however, they simply gather dust on corporate shelves. This is where organization change comes in. The on-line lecture first provides a big picture of organization change, overviewing forces driving and restraining change, different types of changes, and why organizations face problems trying to change themselves. Then, two fundamental change models are discussed: Lewin's 3-stage model (for more discrete, adaptive forms of change) and Cummings and Mohrman's self-design model (for more continuous, transformational forms of change). The lecture ends with an overview of the Marshall School's Center for Effective Organizations, the world's thought leader on organization effectiveness and change. The lecture reviews the kinds of projects the Center does, the kinds of companies it works with, and an example of its work on designing high-involvement organizations.

### **Learning Objectives**

- Identify forces driving & restraining change in organizations today
- Know why traditional change methods are ineffective
- Understand major types of organization change
- Learn effective methods for changing organizations
- Explore Marshall's Center for Effective Organizations, world thought leader on organization change

### **Topics/Theories Covered**

- Big Picture of Organization Change
  - Forces Driving & Restraining Organization Change
  - Why Traditional Change Methods Don't Work
  - Types of Organization Change (adaptation, fine tuning, re-creation, transformation)
- Effective Methods for Changing Organizations
  - Kurt Lewin's Organization Change Model
  - Self-Design Organization Change Model
- Marshall's Center for Effective Organizations (overview of Center and example of designing high-involvement organizations)

### **Readings: All readings are in the Course Reader**

- Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, January, 3-9.

- Aiken, C. & Keller, S. (2009). The irrational side of change management. *McKinsey Quarterly*, No. 2, 101-109.
- Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies*, 4, 977–1002.
- Cummings, T. (1995). From programmed change to self design: Learning how to transform organizations. *Organization Development Journal*, 13, 20-31.
- Worley, C. & Lawler, E. (2009). Building a change capability at Capital One Financial. *Organizational Dynamics*, 38, 245–251.

**Video Lecture:** Organization Change

Link located on Blackboard or cut & paste this link into your browser.

<http://msbmediasite01.usc.edu/msbmediasite/Play/10b318d83cad41bd91063285cc259c761d?catalog=83220fd8-75d7-4baf-ab52-b6306b5e1926>

**Written Assignments:**

Case Notes #6:

- Use template to prepare case notes for the Jess Westerly at Kauflauf GmbH case. This is an individual assignment.
- Submit no later than 11:59 pm on Sunday, November 13 via TurnItIn on Blackboard DISCUSSION site (NOT lecture).
- Bring a copy of Case Notes #6 to your lecture meeting.

Case Analysis Memo #6:

- Complete the one page case analysis memo of the Jess Westerly at Kauflauf GmbH case using the USC-CT framework.
- Complete the discussion, analysis and writing of this memo as a team. Submit only one memo per team (team assignment).
- Submit no later than 11:59 pm four days after lecture (Tuesday lectures due on Mon 11/19; Thursday lectures due on Tues 11/21 and Friday lectures due Tues 11/22) via TurnItIn on Blackboard Discussion site.

The *case notes* are to prepare you to participate in lecture. Complete this individual assignment using the template posted in Blackboard under HW Guidelines. The *case analysis memo* is an exercise to synthesize and communicate what you learned. Using the USC-CT framework and relevant concepts from this module and previous learning modules, analyze the case in order to identify the central issues and main problem(s). Continue your analysis to identify alternatives and make a recommendation to improve the situation at Kauflauf. Follow the Case Analysis Memo rubric for the format of the HW memo – Problem/Issues, Alternatives, Recommendation.

Let these questions **inform** your analysis and be prepared to discuss in lecture. DO NOT SIMPLY ANSWER THESE QUESTIONS. Follow the Case Analysis Memo rubric for the format of the HW memo, which is the deliverable.

1. How effective has Jess Westerly at taking charge as assistant product owner at Kauflauf?
2. Why did her first attempt to change call patterns fail?
3. Does her proposal to change call patterns make sense? Why or why not?

4. What actions should she take to ensure that her next attempt to change call patterns will succeed?

### **Case Analysis Paper Due**

Submit a hard copy of the Team Case Analysis Paper no later than 3 pm on Friday, November 20 in the MOR Office, BRI306.

### **Additional Assignments to Complete Before Class**

- Complete the Organizational Change assessment located on Blackboard in the Organizational Change Module folder.
  - How good are your change management skills?
- Select and complete an Emotional Intelligence Assessment online. A short version can be found here <http://www.arealme.com/eq/en/>. A longer version (30-45 mins/146 questions) can be found here <http://www.goodtherapy.org/tests/emotional-intelligence.html>.
- PRINT out your results and bring them to lecture and discussion. Class activities depend on you knowing and using the results.

### **For Discussion:**

(1) In Week 13 (week of Nov 14) in Discussion, your team will act as a consulting group offering advice to Omega Systems, a firm trying to understand its current challenges. To prepare for that exercise you need to complete “interviews” of the Omega Systems executives **BEFORE** you attend discussion.

Prior to class, your team will need to assign each team member to interview several of the 9 Omega Systems executives. It is a good plan to have at least 2 people interview the same person so details will not be missed. So for a team with 6 members, each person would interview 3 Omega executives so that all 9 would be interviewed twice. Make assignments to make sure that every executive gets interviewed. Here is a list of the executives to assign:

- CEO (everyone should listen to his introduction)
- VP, Sales & Promotion
- VP, Production
- VP, Research& Development
- VP, Engineering
- Manager, Hardware Development
- Manager, Software Design
- Manager, Quality Control
- Manager, Marketing Research

These videos are accessible using the following link: [msbflash.marshall.usc.edu/omega/](http://msbflash.marshall.usc.edu/omega/). This link will take you to the home page for the exercise that explains the activity including instructions on how to conduct an interview with the established data bank of questions. Read the instructions and then click Continue to proceed to the general introduction by the CEO.

There is a time limit of 5 minutes to interview each executive. You will want to jot down

some of your impressions from these interviews to bring to class for reference when creating your presentation. In discussion, your team will be given time to create a short presentation to the Omega executives to deliver in class.

(2) For Week 1 (week of Nov 28), think about the following questions so that you are prepared to discuss them in Discussion. You don't need to turn anything in but write down your answers in order to complete the activity in class.

1. What values drive your behavior and decision-making?
2. Where have you exhibited leadership behavior in the past? You didn't need to be the formal leader, but how did you make a difference?
3. What are the strengths and weaknesses of your Myers Briggs Type (MBTI)? This website is useful: <http://www.16personalities.com/>.
4. Identify one unique experience where you were at your very best – your Personal-Best Leadership Experience. What was your role? What actions did you take? What were the results?