

COURSE SYLLABUS

**MOR 463:
LEADING HIGH PERFORMANCE TEAMS**

**MOR 463:
ORGANIZATIONAL
DEVELOPMENT & CHANGE
PROFESSOR MICHAEL MISCHE**

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Date: January 15, 2018

Section: 16673 (T/Th)

Semester: Spring 2018

Class Meets: Tuesday & Thursday

Class Dates: First Class: 01/08/18 (T)
Last Class: 04/26/18 (Th)

Class Time: 4:00 to 5:50 PM

Class Room: JFF 239

Final Exam: 5/3/18; 4:30 to 6:30 PM
<http://classes.usc.edu/term-20181/finals/>

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Office Hours: As Posted on Black Board and:
Monday & Wednesday:
11 to 3:30 PM
HOH 415
Tuesday:
Coffee w Mische
8:30 – 9:30 AM
JKP/JFF Café/Courtyard

Please feel free to email or text me at any time with any questions, ideas, comments or needs (Text is better).

Email: mische@marshall.usc.edu

Mobile: Provided in the class

“Organizations and how they behave are manifestations of the people in them.”

1.0 COURSE DESCRIPTION & INTRODUCTION

1.1 Course Description

Welcome to MOR 463! This is an elective, 4-unit course that addresses the issues, theories, models and frameworks associated with organizational behavior, change, and development in contemporary organizations. From start-up, entrepreneurial firms to established industry stalwarts, MOR 463 examines a number of different organizational models, such as hierarchal, network, matrix and hybrid forms and their associated behaviors in the context of their life stage, industry, products and services and competitive environment. In examining and exploring these

**ORGANIZATIONAL
DEVELOPMENT &
CHANGE
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MISCHE**

KEY TOPICS & SUBJECTS

*Understanding the role of
organizations in business.*

*Identifying and discussing the types
of organizations used in business
and government.*

*Understanding how organizations
evolve and respond to environmental
stimuli.*

*Discussing how organizations are
staffed and populated.*

*Understanding the role of
organizational culture and
organizational performance.*

*Understanding how organizations
evolve relative to the industry and
organizational life cycle models.*

various organizational models and their associated behaviors and evolutions, we discuss and learn theories related to organizational development, human relations, leadership, managerial interventions, strategic change, organizational behavior, diagnosing organizational behavior, collecting and interpreting data, assessing organizational performance, and consulting for organizational improvement and change.

MOR 463 is designed to help position you to effectively understand and organization's status, diagnose situations and determine the best available remedies and interventions for addressing the situation and improving an organization's effectiveness.

In MOR 463, students will be introduced to both historical and contemporary theories and methods of introducing change in organizations, leading change, the ethical issues of surrounding change and management techniques for effectively changing an organization. The course also explores the role of leadership in change and how leaders effect change. Cases are used to help translate theory into practice.

In this class, we also explore various methods for change, the process steps for changing an organization and different analytical methods associated with assessing, planning, managing and measuring change. The course is oriented to contemporary business topics and students are expected to participate in class.

Learning teams, individual assignments, formal cases, and a textbook are used to facilitate knowledge development and transfer.

MOR 463 does not have any prerequisites. However, BUAD 302, 304 and 306 are highly recommended.

1.2 Professor Introduction

There is nothing more satisfying to me than to see you highly successful in this class and in consulting. As a former consulting partner in KPMG, and principal in AT Kearney, and CEO of a consulting firm, I teach MOR 463 as a ***competency-based class***. I bring over 38 years of

professional experience into each class, as well as research and publications that include 7 books and many papers.

Using a *Socratic* method, I teach the material necessary to function as a management consultant and to function at an exceptionally high-level of professionalism and competency. My teaching style is direct, fluid, and purposeful. I am open and always welcome the rigorous interrogation of data and facts, constructive debate, challenging questions, lots of discussion, and collaborative learning. My primary professional objectives and personal obligations for this course including:

- (1) Transferring my knowledge of organizations and organizational behavior to you,
- (2) Helping to prepare you for careers in organizations,
- (3) Helping position you for success as a member and leader of an organization,
- (4) Ensuring, through formal and informal assessment processes, that you demonstrate, the competencies, knowledge and critical thinking necessary to properly diagnose, analyze and design interventions intended to improve organizational performance,
- (5) Contributing to the knowledge and research of organizations and their behavior.

Ultimately, my primary objective is to help position you for long term career success by helping to prepare you for leading organizations.

The material in this course originates from my passion for consulting in which I led, participated in, evaluated and critiqued many different types of teams. These teams spanned the spectrum from politics, to the boardroom to the loading dock and integrates my academic research/literature, my 38 plus years of management consulting experience, with USC-ELC simulations, and occasionally, actual consulting projects that are staffed, managed and performed by students throughout the years. As USC's practicing consulting professor, I have an active portfolio of current consulting clients which helps to ensure that the course design, pedagogy, materials, lectures and subject matter are all relevant and up-to-date.

2.0 COURSE DESIGN, CONTENT & SUBJECT MATTER

In MOR 463 we learn the need and issues related to how teams go about identifying prioritizing and solving problems, how individual and collective responsibilities and contributions are measured and how to best intervene when individual or collective performance is suffering. Essential to MOR 463 is our discussions and exploration of leadership and leading teams for high-performance, as well as team leader communication methods and practices. In addressing team leadership, we also explore the impact and differences of 'high-performance' individuals versus non-high performance individuals. As we explore and deepen our understanding of teams, we also examine how teams go about creating the essential qualities of a team: passion, trust, identity, shared values, collaboration, and collective responsibilities.

In MOR 463, we analyze, compare and contrast the composition, behavior, qualities, values and performance of a number of different high-performance teams including: sports teams, military teams, first responder teams, management consulting teams, innovation and R&D teams, NASCAR pit crew teams, and the executive decision making processes of Presidents John F. Kennedy and George W. Bush presidential cabinets.

MOR 463 is organized into four learning and content modules...each module builds on prior work to form an integrated course design, and a progressive exposure and immersion to high performance teams:

MOR 463: COURSE DESIGN



Complementing the academic and lecture concepts of course is a series of team related assignments and activities.

3.0 LEARNING OBJECTIVES & EXPECTED OUTCOMES

Ultimately, you will encounter many organizational issues and challenges in your career. MOR 463 is designed to help prepare you for these issues and challenges. The primary objectives of this course are to: (1) Provide you with an opportunity to become familiar with the basic theories of organizational behavior, assessment and development, (2) Develop an awareness and fundamental knowledge of organizational assessment and analysis, (3) Develop an awareness of the leadership issues and role of the leader in organizational performance and change, and (4) Help further develop and expand your critical thinking and analytical skills.

Some specific course objectives, include:

1. Developing a basic understanding of how organizations learn, evolve and behave.
2. Developing a basic understanding and fundamental knowledge of the models and theories of organizational behavior and development.
3. Developing a basic understanding and appreciation for the issues and conditions associated with behavior and development in modern organizations.
4. Exploring some of the ethical issues associated with organizational behavior and development.
5. Developing an understanding of the strategic role of change in the organization and the impact of change (or failure to change) on organizational performance.
6. Learning how to apply the key concepts and tools organizational assessment, development and change.
7. Learning how to distinguish, evaluate and analyze process from content issues.
8. Developing an overall awareness of organizational behavior and change as relates to a number of different companies and industries, including the issues associated with operational change, process change, cultural change, technology change, strategic repositioning and human relations.
9. Learning how to apply basic data collection, analysis and assessment processes in an organization.
10. Having lots of fun learning cool stuff that you can use in your career!

4.0 COURSE COMPONENTS

4.1 Academic Components

MOR 463 is composed of 5 major academic components. Each component is designed to provide you with a specific learning experience that supports a particular set of objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 463. Specifically:

1. Classroom & ELC Components

Classroom. Management consulting is a highly interactive profession that demands collaboration, communication, and exceptional interpersonal skills. Accordingly, MOR 463 is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking, analytical skills, management *acumen* and communication talents. Come to class ready to work, participate, contribute, compete and have *fun*. Classes are similar to any business or boardroom, they are direct and facilitative and provide a forum to challenge the professor, your classmates and most importantly, yourself...**BE ENGAGED**.

Lectures are important...most of what you will learn is lecture based, collaborative *and* reading, case or project related. The readings either “set the stage,” reinforce concepts, or provide a different perspective to the lectures. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.

- **WARNING! DO NOT RELY on PowerPoint or lecture note posting and BB...** I rarely use or post PPT slides and I rarely post lecture notes. I do not need, nor do I rely on slides. I lecture and *teach* in the classroom and most of what you will learn will be from the lectures my 30+ years of experience, as well as our collective interactions in the classroom...not BB and PPTs.

Experiential Learning Center (ELC). In addition to class discussions and lectures, we may occasionally hold sessions in USC’s ELC during regularly scheduled lectured. In the event that we schedule an ELC session, you will be notified in class and via BB posting. The ELC sessions are designed to provide you with an immersive experience in some aspect of consulting. These experiences may involve role playing, analysis, and performing presentations. The ELC sessions are an integral part of the consulting curriculum and we provide you with valuable insights into the consulting process, client behaviors, and personal performance.

2. Readings & Cases Component

The readings for this course have been carefully selected and represent a broad spectrum of ideas, concepts, research, and professional perspective. We will discuss assigned readings and or aspects of the individual readings, articles, cases and, when appropriate, projects, during designated class time. The readings and discussions provide us the opportunity to learn, practice, hone our perceptions, advance our analytical abilities, and to learn directly and vicariously from others’ situations and each other. It is essential that you procure the proper course reader and do the readings.

3. Team Participation & Contribution

Teamwork in management consulting is *essential*. Learning how to function as an effective team member and leader are prerequisites to management level positions in any consulting firm. Your functioning and contributions to the efforts of your team are essential components of your development as a future leader of organizations. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective team member. More importantly, learning how to create, manage, and sustain collaborative teams are important management and consulting skills. Your active participation and contribution to your team project is critical to the success of your consulting project and is included in your final grade,

4. Intellectual Component

This component focuses your cognitive and decision making abilities. The intellectual component includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. As indicated, in this class we will focus on 4 dimensions of learning, knowledge transfer and skill development:

- a. **Factual Knowledge** is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.
- b. **Conceptual Knowledge** is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
- c. **Procedural Knowledge** refers to information or knowledge that helps students to do something specific to a discipline, subject and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
- d. **Metacognitive Knowledge** is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

5. Office Hours & Support Component

I love teaching and 'creating' management consultants...nothing is more rewarding than to see my students successful. I'm here to support your efforts, assist you in understanding course content, and facilitate your success in this class.

- My office is located in Hoffman Hall (HOH) Room 415.
- I am here to help make you successful and I take that responsibility and commitment seriously. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful. I'll do my best to be responsive, communicative and facilitative and to help you succeed in this course and in securing employment or your career. Always feel free to text or call on my cell at any time.
- I'm here (on campus) over 40 hours a week. I've published my office hours in on page one of this document and on BB for you...always feel free to come to one of classes.

4.2 Availability, Mentoring & Coaching Component

Please feel free and comfortable to reach out to me at any time! Come visit me during office hours or at "Coffee with Mische." I am also readily accessible via text messaging. I prefer texting to emails simply due to the volume of emails that I receive. I usually respond to texts in relatively short order.

5.0 REQUIRED MATERIALS

There is not a good textbook on management consulting. (I'm writing one for use next year.) MOR 463 *does not* use a textbook. MOR 463 uses a digital **Harvard Course Reader (HBSP)**. I have selected readings and organized the Course Reader to support the concepts and key themes of MOR 463.

The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester. The Course Reader is MANDATORY. Please note that I update

the Course Reader each semester for new articles and readings that are more “on point” and or more appropriate for the evolving needs of the course. For this semester, the Course Reader can be accessed, purchased and downloaded via the link below:

HBSP COURSE READER URL:
<http://cb.hbsp.harvard.edu/cbmp/access/74888426>

This is a new and updated Course Reader for this semester. It contains additional readings and cases.

I will also post an occasional ad-hoc reading on BB. The intent of these ad-hoc materials is not to increase course loads, but to embellish and advance the learning process and improve your educational experience at Marshall...therefore...read them!

Other resources used or referred to in this course include, but are not limited to:

- **USC’S 5-Step Critical Thinking Initiative**
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- **USC’s Statement of Ethics**
https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- **USC’s Final Examination Schedule**
<http://classes.usc.edu/term-20181/finals/>

6.0 COURSE EXPECTATIONS

6.1 Summary of My Expectations

Do the work! No excuses. Please let me be clear, *come to class prepared, stay focused in class, and engage in class discussions*. I expect Marshall students to stay current with business issues by accessing CNBC, Bloomberg and other business news services. Also, please take a few minutes to reflect on my **4 P’s of success**:

- **PREPARE** for class. Preparation is essential to client service & professionalism. Concentrate on learning and not your grade! “*Great grades follow great learning.*”
- **PARTICIPATE** in class. Consulting is interactive and communication based and the most successful consultants are also exceptional communicators.
- **PUNCTUAL**. USC costs lots of money...be on time & maximize your value.
- **PROFESSIONAL**. Be a professional learner...your job is to learn to think critically and apply what you learn.

6.2 Simple Rules to Help You Succeed in My Class!

Here’s a few tips on how to be successful in this class:

1. **Texting & Emailing**. Please don’t text or email in class. It’s incredibly distracting to faculty and to others and frankly it’s...rude. If you must text, kindly remove yourself from the classroom and do so outside. If I find that the texting or emailing is a distraction to our collective efforts, I will ask you to leave....no negotiation necessary. *Stay focused!*

2. **Preparation.** Preparation is essential to success. I expect you to be prepared for each class and come prepared to participate, contribute and learn. Furthermore, as Marshall degree candidates you are expected to meet and satisfy all due dates and deadlines. *Do the work...take the initiative.*
3. **Participation.** This is a highly interactive course, which is reflective of the realities and the demands of management consulting. Consultants must communicate with their clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
 - You are encouraged to explore various ways to express yourself, engage in discussions, and present and argue your ideas. Participate, debate, contribute, learn and be engaged...your grade is partially based on it! Inevitably, some students will not agree with you, and you may be asked to defend your argument. That's great! This is the place to learn and take some chances, However, let's all try to endeavor to direct criticism and comments to the substance of the topic and argument, and not at individuals.
 - The quality of your learning experience during our class discussions is primarily determined by three factors: (1) your attentiveness, degree of preparation, active listening, and participation, (2) your classmates' preparation, listening, and participation, and (3) my teaching effectiveness. Let's do our best to ensure that effective learning has been achieved and that the relevant knowledge has been transferred.
 - If, for some reason you are not inclined to engage in class discussions, then write your thoughts and contributions in the form of a memo to me. Your memo doesn't have to be a novel or dissertation...just short, to the point and expressive of your participation and learning.
 - Each of us is different in how we express our participation, so a wide range of participation activities is acceptable, but performance should be demonstrated individually, within the teams, and in the class.
4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive of one another. Do your work, be prepared. Take pride in your work and preparation. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. Get involved, debate, challenge, argue, take sides, be passionate and be resolute and always *COMPETE*...but remember that each of us is part of USC and as such, we are members of the Trojan Family and Trojans are respectful to one another, supportive of one another and *winners!!!*
5. **Focus.** During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc., that is assigned. This would include not reading the DT, engaging in side conversations, working on another class, checking your texts, etc. Focusing requires energy, concentration, and your commitment to learning. *Stay in the moment!*

6. **Punctual.** Everyone at some time might be a little late or miss a class. As Marshall degree candidates, USC expects you to be responsible and let faculty know in advance when you will miss a class wherever possible and to follow-up when you miss a class. As lectures are important, excessive absences (more than three) could adversely affect your final grade in the course. *You worked hard to get to USC...come to class on time and ready to work!*
7. **Attendance.** Be engaged in the class. Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's course contribution grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored events such as seminars, conferences, case competitions, sports events, etc. will be accepted as exceptions to this policy. Job interviews, etc., are not included in USC's official events, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment. *You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.*
8. **Relax.** You've worked hard to get here, so enjoy the learning experience that is unique to Marshall and USC. Put effort into your learning, take the class seriously, and do the work. If you achieve those objectives, then you should do well in the class. More importantly, the material that you learn in this class is valuable to your career and professional development.
9. **Hey Mische!** I want you to know that I take your commitment to USC, your degree and your professional and personal development very seriously. *I want you to succeed!* I want you to excel and just absolutely shred the class and the material. The results of my work are measured in the years after you take the class. Please know that I am available to help you in any way that I can.
- If you need career advice, or would like me to review your resume, or help prep you for an interview...*come see me!*
 - If need a recommendation and have done the work in the class...*come see me!*
 - If you are having problems with the material or grades...*come see me!*
 - If you are having issues with me, or my teaching style... *come see me!*
 - *My door is always open.* I've been around, been through it and I am here to help.
 - If I not available or around, or if you feel the need to discuss matters related to the course, your learning, or my teaching style confidentially, then please feel free to contact either Professor Voigt (MOR), or Professor Fiss, Chair of the MOR Dept. We are team and we are here to teach and help you be successful.

7.0 COURSE NOTES & POSTINGS

Announcements, key dates, shared information, general feedback, commentary, lecture documents, notes, articles, supplemental course documents are posted on **Blackboard (BB)**.

- It is your responsibility and **solely** your responsibility to frequently check Blackboard for updates and materials and to also check your email for communications from me.
- **WARNING!** Do not rely on BB or Power Points...the material and learning are in the live lectures! I rarely post PPTs and notes! Come to class and learn.

8.0 GRADING & PERFORMANCE ASSESSMENT

8.1 Grading Composition

I recognize that your work and grade are reflective of many factors. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly, fairly and as accurately as I possibly can.

For this course, your grade will be based on a combination of **three** grading events: (1) Midterm, (2) Comprehensive Final, and (3) Project Team performance (examples include, assignments/projects/presentations). Your final grade will be reflective of your individual and team performance in the grading events and your relative ranking in terms of total grade points earned/scored in those grading events as compared to the other students. Thus, your final grade is a reflection of your work and where you work ranks in comparison to other students, and the grade splits (A to A- to B+ to B, etc.) from highest to lowest established for your class. As indicated, grading for exams and papers and final grading is done by USC Student ID only and are a function of the “math.”

Your final grade is not based on a mandated GPA curve or target, but on your individual performance, the performance of the class as a whole, and your mathematical ranking as compared to the other students. Historically, the average grade for this class is about a “B+.” The grading composition for this class is:

MOR 463 - GRADING EVENT & COMPOSITION

MOR 463 – SPRING 2018	
<u>Grade Event</u>	<u>Weighting/Composition</u>
1. Mid-Term Exam	33% (Individual based grade)
2. Team Assignments/Project	33% (Team based grade)
3. Final Exam -Comprehensive	34% (Individual based grade)
Total:	<u>100%</u>

Please note that I reserve the right to change the grading composition and/or grading weightings based on class performance and other factors **and** subject to our collective agreement via the majority vote of the class.

As this is a professional competency course, grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and encouraged, may not always be indicative of your effort. Do your best! Compete hard and fairly for the best grade that you can possibly earn. Don’t worry about the other students...concentrate on your own learning and contributions to the class.

8.2 General Grading Standards & Criteria

8.2.1 General

In general, and for example purposes only:

1. Exams are 120 minutes in length.

2. Please abstain from collaboration and knowledge sharing with you fellow classmates and third parties.
3. Any collaboration will be regarded as **cheating** and a violation of USC's Academic Integrity Policies and considered cheating. In this instance, you will be given an ***automatic "F" for the entire course*** and your situation will be referred to Academic Advisement.
4. Any suspicion of cheating will be investigated and your grade will be withheld pending the results of the investigation.
5. There is to be no talking during the exam, the use of cell phones, tablets, laptops and other devices and aids is **prohibited**.
6. If you are using any device without prior approval, your exam will be terminated and your grade will be automatically an "F".

Do the work! You are here to learn and gain the necessary knowledge and skills to be successful in business...do the work to get better! Marshall degree candidates are expected to perform at the highest levels. I take grading and your grade seriously! Your work will be evaluated based on the objectives of MOR 463 and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use a number of criteria and dimensions. As a guideline, below please some examples including, but not limited to:

1. ***Causality*** – Have you demonstrated a correlation between the data, analysis and conclusion/comments?
2. ***Perspective*** – Did you establish a context & did you provide perspective for your finding, thought or conclusion...does that context reflect contemplative thinking and does it 'paint a picture' (going above & beyond the obvious correct answer)?
3. ***Application*** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
4. ***Relevance*** -- Does your work or comment bear on the subject at hand? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
5. ***Associative Thinking/Linkage*** – To what extent are your work and comments logical antecedents or consequences of a particular argument traced out? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the "*Medici Effect*" in your thinking.
6. ***Responsiveness*** – To what extent does your work or comment react in an important way to what someone else has said, the issue or problem at hand, or scope and objectives of the assignment or project?
7. ***Analysis*** – Have you employed the proper set of frameworks and analytical methods?
8. ***Evidence*** - Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
9. ***Importance*** - Does your work or comment contribute further to our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
10. ***Critical Thinking*** – Are you thinking critically? Are you interrogating issues and facts? Does your thinking reflect the attributes of USC's 5-step USC-CT? Have you applied and demonstrated USC-CT in your analysis and formulations? (See posting on BB).
11. ***Engaged*** – Did you come to class ON TIME and did you CONTRIBUTE?
12. ***Compliance*** – Is your work responsive to the requirements and scope and objectives of the assignment?

I will do my best to make my expectations for the various assignments clear and to evaluate your work and performance as fairly and objectively as I can. For the mid-term and final exams and major assignments:

- I usually publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare.
- I publish a thorough study guide before the midterm and final exams to help position you for success on the exams.
- I generally reserve a room during “study days” and schedule an optional review session for the final exam (contingent on availability).

If you feel that an error has occurred in the grading of any assignment, you may, within two (2) weeks of the date the assignment is returned to you, write a memo to me describing your concerns and request either (1) an explanation, or (2) a re-evaluation/regrading of the assignment. Be advised that as in business and life, the re-evaluation/regrading process may result in three types of grade adjustments: positive, none, or negative.

8.2.2 Team/Peer Evaluations (optional component)

I do not grade individual team performance and individual team performance is not a component of your final grade. Depending on the semester and class performance, you may have the opportunity to complete a peer evaluation of the members of your team with respect to the team assignments or consulting project. If used, a copy of the peer evaluation form will be posted on BB. Please note:

- If you are experiencing any group-related problem (e.g. conflict, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.
- If you experiencing any academic problems or personal issues (e.g. illness, injury, hardships, conflicts, etc.) that might influence your academic performance, please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.

8.2.3 Examination Design & Procedures

I view exams as positive experiences for both the student and professor. My exams are designed to allow you to express and demonstrate your mastery of the subject material. As with all of my exams, each exam is crafted by me, is intended to be pragmatic, and is designed to test the most important subject concepts and topics. The exams are intended to allow to showcase your knowledge, and provide you with the opportunity to demonstrate how you use, adapt, and apply important course concepts and topics to a series of questions, situations, and management decisions and choices. Generally, my exams are organized into three, or four sections and usually contain 33 to 50 multiple choice questions. The organization of the exams usually follows the below format:

- (1) Course Concepts & Theory,
- (2) Cases & Readings,
- (3) Applied Reasoning & Critical Thinking,
- (4) Essay or Short Answer (optional and variable by class and semester).

Your exam may be graded electronically or manually. Grading may be performed by me or by a graduate student who has been trained in grading and USC's standards and practices for graders. To ensure objectivity, independence and fairness in the grading process, I do not grade your exams by name. You are to use only the last four digits of your USC ID on your exam paper. This helps maintain the confidentiality and privacy of each student.

8.2.4 Final Examination: A Summation of Your Learning Experience

There will be a final exam for this class. The final examination for this course will be conducted on the date, at the time and in the location as scheduled by USC. I do not schedule final exams. No exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit and me. You are completely responsible for attending the final examination on the date published by USC...please do not ask me for any special consideration unless you specifically satisfy the conditions described below for: scheduling conflicts, religious observance conflicts and documented emergencies. The following is USC's stated policy for final examinations.

“All undergraduate and graduate courses scheduled in the standard sessions of the fall and spring semesters have a published final examination schedule. In accordance with the policies of the United States Department of Education, the last scheduled day of class is required instructional time. Either a final examination or other final summative experience must take place during the published final examination period.”

Final examinations or other final summative experiences may not be scheduled during the Study Days period.

No deviations from the published examination period are permitted for courses scheduled in a standard session during the fall and spring semesters, unless faculty have authorization in advance from the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any faculty request for rescheduling a final examination without unanimous written consent of all students in the class. Contact the Registrar's Office (213-740-4623 or registrar@usc.edu) for the request form and procedures.

USC's final exam schedule and policy can be viewed at:
<http://classes.usc.edu/term-20181/finals/>

8.2.5 Student Scheduling Conflicts

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation, the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or testing@usc.edu) for assistance.

Due to the timing of when grades must be submitted by faculty, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

8.2.6 Religious Observance Conflicts

When a final examination is scheduled at a time that conflicts with a student's observance of a holy day, faculty members should accommodate a request for an alternate examination date and time. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date and time.

The student and/or professor may reach out to the Office of Religious Life (213-740-6110 or vasoni@usc.edu, Dean of Religious Life) for guidance.

8.2.7 Documented Emergency

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the professor about receiving a grade of Incomplete (IN) for the semester. Faculty and students alike should refer to the rules regarding the mark of Incomplete at the time of the request. The Registrar's recommended definition of emergency: "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

9.0 CLIENT CONSULTING PROJECT (Provided for example purposes only)

Depending on the semester and circumstances, in this course, you may be performing a consulting project for an actual client. In the event that a project is appropriate for the class, the project will be discussed with the class, the class will determine whether to accept the assignment and if accepted, the course schedule will be adjusted and updated, weekly assignments will be adjusted and updated, and ample time provided (8 to 10 weeks) to complete the project.

10.0 ASSIGNMENTS

10.1 General

The assignments for this class may involve a combination of readings, cases, videos, ELC exercises, simulations and a team project.

- **For weekly readings and cases by class session:** please see **Section 3.0, "Course Calendar"** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **For team assignments:** Please organize yourselves into teams of 5 - 7 students. This will be your "learning team" for the entire semester, so select wisely and carefully. The team performance component is **25%** of your final grade and will include peer reviews (not graded).

10.1 Assignment Submission Policy

Be professional. Assignments must be turned in on the due date/time. Specifically:

- All formal assignments are due as specified and must be submitted in printed and in **HARD COPY** form only. Submitting in hardcopy may be "old school" but due to the number of students, it's way easier than downloading, storing and printing your work...so please help me out!
- For all assignments please make sure that you clearly specify:
 - Your course number and DAY and TIME of course.

- Last 4 digits of your USC ID.
- Any assignment turned in late *may* be subject to an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).
- If you are unable to attend class on that day, make arrangements for your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. at 400 Hoffman Hall by the start of class. You may also slide your work under my door at 415 Hoffman Hall or fax your work to me at 213.740.3582 (To Professor Mische). Please do not email your assignment to me unless agreed previously. Late or not, you must complete all required assignments or your grade will suffer.

10.2 Extra Credit

Occasionally, I may make extra credit assignments available to the class. Extra credit assignments are completely optional and voluntary. Extra credit work does not guarantee that your grade will improve. However, extra credit work may help your final grade.

11.0 ADDITIONAL INFORMATION

11.1 Retention of Graded Coursework

Final exams and all other graded work, which affected the course grade, will be retained for one year after the end of the course if the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to retain it).

11.2 Technology Policy and In-class Use of Laptops and Other Devices

- The use of your lap top for note taking, real-time research and access to course materials posted on BB is permitted.
- Cell phones are **not** to be used during lectures. Please store them away...thanks.

11.3 Internet, Cell Phones, Tablets, Etc.

Internet usage is not permitted during academic or professional sessions unless otherwise stated for academic purposes.

Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices) should be completely turned off during class time.

- If you are texting I will politely ask you to stop; thereafter I will ask you to leave.
- During all quizzes, tests, and examinations, you must place your devices away and out of sight and in the 'off' mode. During the exam, any use of cell phones or other device without my express consent is subject to dismissal from the exam.
- Videotaping my lectures is not permitted due to copyright infringement regulations.
- Audiotaping my lectures is not permitted unless prior approved by me. Use of any previously recorded or distributed material is reserved exclusively for the USC students registered in this class.

- No student may record, tape, transmit, or video any lecture, class discussion, or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.
- I reserve all rights, including copyright, to my course syllabi, lectures, Power Points, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

11.4 Statement for Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

11.5 Statement on Academic Integrity

USC seeks to maintain an optimal learning environment and the highest academic standards. **I will not tolerate cheating of any kind.** Any cheating will result in the automatic disqual from my class and a referral to USC’s Office of Student Judicial Affairs and Community Standards for immediate consideration. Any allegation of cheating will be referred to the USC’s the Office of Student Judicial Affairs and Community Standards.

- General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A of that document.
- Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.
- Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

- Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to actions, including dismissal.

11.6 Emergency Preparedness/Course Continuity

In the event of an in-class emergency, please listen to and follow my instructions and/or to those issued by USC's DPS and/or LAPD.

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

11.7 Support Systems

11.7.1 Discrimination, sexual assault, and harassment are not tolerated by USC

Any form of discrimination, harassment, profiling, bullying, etc. will not be tolerated by me, or any other member of the USC community. You are encouraged to report any incidents to the proper authorities and utilize USC's extensive support and counseling resources.

- *Diversity at USC.* Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. See: <https://diversity.usc.edu/>.
- *Bias Assessment Response and Support.* Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. See: <https://studentaffairs.usc.edu/bias-assessment-response-support/>
- *Relationship & Sexual Violence Prevention Services (RSVP) (213) 740-4900 - 24/7 on call.* Free and confidential therapy services, workshops, and training for situations related to gender-based harm. See: <https://engemannshc.usc.edu/rsvp/>
- *Sexual Assault Resource Center.* For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>
- *Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086.* Works with faculty, staff, visitors, applicants, and students around issues of protected class. See: <https://equity.usc.edu/>

11.7.2 Personal Support Systems

The following personal support resources are available:

- *Student Support & Advocacy – (213) 821-4710.* Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. See: <https://studentaffairs.usc.edu/ssa/>

- *Student Counseling Services (SCS)* - (213) 740-7711 – 24/7 on call. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. See: <https://engemannshc.usc.edu/counseling/>
- *National Suicide Prevention Lifeline* - 1-800-273-8255. Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. See: <http://www.suicidepreventionlifeline.org>

11.7.3 Disruptive Classroom Behavior

USC will not tolerate disruptive or abusive behavior in any classroom. Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor's ability to teach effectively. Further information can be found at:

http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION

**MOR 463 COURSE CALENDAR, TOPICS, ASSIGNMENTS & READINGS ARE ALSO
POSTED AS AN EXCEL FILE ON BLACKBOARD UNDER:**

"SYLLABUS > WEEKLY \$ ASSIGNMENTS & READINGS"

**UPDATES TO THE COURSE ASSIGNMENTS WILL APPEAR ON BLACKBOARD
ONLY.**

***THANK YOU!
FIGHT ON!***

MOR 463-TTH- Spring 2018- Prof. Michael Mische: WEEKLY READINGS & ASSIGNMENTS

As of: 1/24/18 (Note: Subject to Change & Periodic Updating Based on Projects, Class Progress & Performance)

Course Reader URL: <http://cb.hbsp.harvard.edu/cbmp/access/74888426>

Class Session	Day	Date	UPDATE	Module	TOPIC
1	T	1/9		1	INTRODUCTION TO MOR 463: COURSE DESIGN, OBJECTIVES & EXPECTATIONS
					<i>Course Objectives, Expectations, Requirements, Schedule, Materials & Office Hours</i>
2	Th	1/11		1	<i>Discussion- Why Study Organizations?</i>
3	T	1/16		1	MODULE 1.0: ORGANIZATIONAL FOUNDATIONAL CONCEPTS
4	Th	1/18		1	<i>Lecture- Organizational Life Cycle & Behaviors- Part 1</i>
5	T	1/23		1	<i>Lecture- Organizational Life Cycle & Behaviors- Part 2</i>
6	Th	1/25		1	<i>Lecture- Organizational Models & Forms</i>
7	T	1/30		1	<i>Lecture- Organizational Building Blocks</i>
8	Th	2/1		1	<i>Reading: Note on Organizational Structure & Design (Frost & Purdy)</i>
9	T	2/6		1	<i>Reading: Designing Organizations for Dynamic Capabilities (Fein & Powell)</i>
10	Th	2/8		1	<i>Reading: Joyus- Building for Organizational Structure for Scale (Wong & Meister)</i> <i>Reading: Defining Leadership Code: The Five Rules (Ulrich, Smallwood & Sweetman)</i>
11	T	2/13		1	MODULE 2.0: ORGANIZATIONAL STRUCTURES & MODELS
					<i>Reading: The Ups & Downs of Managing Hierarchies (Gairnsky & Schweitzer)</i>
					<i>Case: Analyzing Work Groups (Hill & Arteby)</i>
12	Th	2/15		1	<i>Reading: How to Make the Matrix Work (Shreiber & Rosenberg)</i> <i>Case: Wildfire Entertainment Group (Galunic & Tierney)</i>
13	T	2/20		2	<i>Reading: Going Flat (Parmar & Abell)</i> <i>Case: The Collaborative Organization (Cross, Gray, Cunningham, Showers & Thomas)</i>
14	Th	2/22		2	<i>Reading: Organizational Design at iQmetrix: The Holacracy Decision (Street, Frost & Caswell)</i>
15	T	2/27		2	<i>Reading: Making Hybrids Work (Santos, Pache & Bikholz)</i>
16	Th	3/1		2	<i>Case: The Merger of UCSF MC & Stanford HS (Madden & Kane)</i>
17	T	3/6		2	<i>Fieldtrip</i>
18	Th	3/8		2	MID TERM EXAM. THIS IS 33% OF YOUR FINAL GRADE.

19	T	3/13		2	SPRING BREAK- NO CLASS
20	Th	3/15		2	SPRING BREAK- NO CLASS
21	T	3/20		3	MODULE 3.0: ORGANIZATIONAL CULTURE
					Reading: Cultural Competence: Why it Matters (Lee & Liao)
22	Th	3/22		3	Reading: The Keys to a Positive Business Culture (Feilp & Fernandez) Case: Disenfranchisement- Heavy Fines Exhausting the VW Group (Schwartz & Woo)
23	T	3/27			Case: The Transformation of Mundo (Mayo, Cekin & Celik)
24	Th	3/29			MODULE 4.0: LEADERSHIP & CHANGE
					Reading: The Thoughtful Leader- A Model of Integrative Leadership (Fisher)
25	T	4/3			Case: Lott Industries- The CEO Fights for Survival (Tanguay & Vinhaber)
26	Th	4/5			ELC SESSION
27	T	4/10			Reading: The Strategic Leaders New Mandate (Judge)
28	Th	4/12			Reading: Are You Ready for Change-Preparing for Org. Change (Lippitt & Schriesheim) Reading: The Real Reason People won't Change (Kegan & Lahey)
29	T	4/17			Reading: What is Organizational Capacity for Change? (Judge) Case: Skills for Tomorrow (Chrlie & Brennan)
30	Th	4/19			Reading: Leading Org. Change (Raffaelli)
31	T	4/24			Reading: The Progress Principle- Using Small wins (Kimer & Amabile)
32	Th	4/26			COURSE WRAP-UP & REVIEW SESSION
		4/28 to 5/1		-	Study Days
		TBD		-	Optional Review Session for Final Exam
33		5/3		4:30-6:30	FINAL EXAM: In-Class. This exam is 34% of your final grade.
					http://classes.usc.edu/term-20181/finals/ NOTE: DATE & TIME ARE SUBJECT TO CHANGE...IT IS YOUR RESPONSIBILITY TO VERIFY!!!

(DON'T FORGET TO CHECK BLACKBOARD FOR ANNOUNCEMENTS & UPDATES!)