

**MOR 473:  
DESIGNING & LEADING TEAMS**

**MOR 473:  
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**PROFESSOR MICHAEL MISCHE**

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**Date:** January 7, 2019

**Section:** 16683- Tu/Th

**Semester:** Spring 2019

**Class Meets:** T/Th 4- 5:50 PM

**Class Dates:** **First Class:** 01/08/19  
**Last Class:** 04/25/19  
**Class Time:** 4:00 – 5:50 PM

**Classroom:** JFF 241

**Final Exam:** 5/1 to 5/8/19  
(Exact date is subject to USC assignment & verification)

**Professor:** MICHAEL A. MISCHE  
**Office:** HOH 415 also JKP /JFF  
Courtyard before classes

**Office Phone:** 213.740.7540

**Facs:** 213.740.3582

**Office Hours:** Please see Black Board “Contents”

- As posted on Black Board!!
- By appointment & after class.
- Please feel free to email or text me at any time with any questions, ideas, comments or needs (Texting is better).
- **Teaching Assistant** hours as posted on Black Board

**Email:** mische@marshall.usc.edu

**Mobile:** Provided in the class

**Course Reader:** Yes; Required.  
**URL:** <https://hbsp.harvard.edu/import/597858>

**Team Project:** Yes; Required

**Professor URL:**  
<https://www.marshall.usc.edu/personnel/michael-mische>.

## 1.0 COURSE DESCRIPTION & SUBJECT MATTER

***“Great teams have more than great people and great moments. They have a soul.”***

### 1.1 Course Description

***Welcome to MOR 473!*** This is an elective course that addresses and analyzes ***high-performance teams***. More specifically, MOR 473 is about how to form, lead and function in high-performance teams and how and when to use teams to improve organizational performance and effectiveness.

Teams, teamwork and collaboration are essential to any modern organization. A surgical unit is a team. A symphony, rock band, ballet troupe and acting ensemble are teams.

In this course, we address how teams behave, when to use a team, how to compose a team, what factors should be considered and drive team composition and membership, as well as how teams perform and how to measure team performance. In MOR 473 we learn the dynamics and differences between self-directed teams, committees, project teams, work groups, and task force teams, the issue of team leadership and integrative leadership skills, how teams produce results, 360 feedback loops and methods, and team communications.

Since we live in and constantly move toward more interconnected and integrated economies and business, MOR 473 examines the definition and characteristics of multicultural and virtual teams versus traditional teams and how to most appropriately manage teams of highly diversified and geographically dispersed resources. As such, we also discuss the role of technology in high-performance teams, especially in virtual teams.

MOR 473 does not have any prerequisites. However, BUAD 302, 304 and 306 are highly recommended.

#### **MOR 473: LEADING HIGH PERFORMANCE TEAMS**

**PROFESSOR MICHAEL MISCHE**

#### **KEY TOPICS & SUBJECTS**

*Defining teams and teamwork.*

*Understanding the types of teams and when to use a team.*

*Team-based problem solving.*

*Team composition, personality & behavior.*

*Team assessment methods.*

*Team intervention methods & techniques.*

*Team leadership styles and techniques.*

*Team membership & selection.*

*The role of team values, identity, affinity, and interdependence in team performance.*

*Self-selection in teams.*

*Morale & attitude in teams.*

## 1.2 Professor Introduction

*Hello Everyone and Welcome to MOR 473! Thank you taking my class!*

I'm Professor Michael Mische. I'm originally from Pennsylvania, and I have my BS and MBA from NYU's Stern School of Business in finance and economics and an MS in Federal Taxation, from Golden Gate University in San Francisco. I began my career as an industry analyst intern on Wall Street for non-ferrous metals, but my heart was always as a consultant and teacher. As a former consulting partner in KPMG, principal in AT Kearney, and CEO of a consulting firm, I teach MOR 473, as well as all of my classes, from a pragmatic perspective that stresses using critical thinking for delivering consulting services and solutions for strategic and competitive advantage and optimal monetization. Using a *Socratic* method that incorporates a lot of story-telling and real-life examples, I teach the material necessary to function successfully as professional management consultant and business executive. My teaching style is direct, fluid, and purposeful. There is nothing more satisfying to me than to see you engaged, excited and highly successful in this class, and in your career. I am open and welcome the rigorous interrogation of facts and data, constructive and positive debate, challenging questions, lots of discussion, and collaborative learning.

Specific course learning objectives are described in **Section 3.0**. The material in this course originates from and incorporates some of the best academic research and literature available, as well as my 30 plus years of management consulting experience, ELC-simulations, and a specialized project performed by students in MOR 473. As USC MOR's "practicing professor," I also have an active portfolio of current consulting clients which helps to ensure that the course design, pedagogy, materials, and subject matter are all relevant and timely.

Always feel free to reach out to me on any matters concerning the course, grades, performance, resumes, and your career. For more info about me, please check-out the USC website:

<https://www.marshall.usc.edu/personnel/michael-mische>.

### MOR 473 DESIGNING & LEADING TEAMS KEY QUESTIONS

*What is a team?*

*How do teams differ from task forces?*

*How do virtual teams differ from multicultural and traditional teams?*

*How does one best lead and manage virtual and multicultural teams?*

*What makes a good team great?*

*What factors are considered in strategy?*

*How do you motivate a team?*

*How is team and individual performance assessed?*

*How is team identity, trust, shared values and accountabilities created?*

*How are teams led?*

*What techniques are available for leading teams?*

*What intervention techniques are available to improve and correct team performance?*

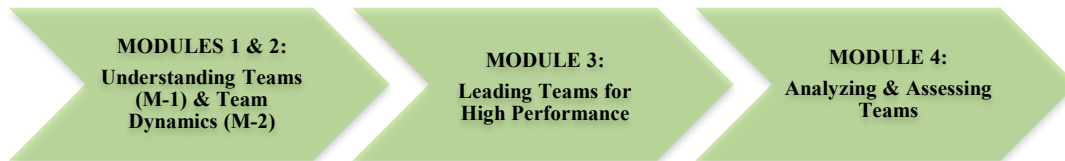
## 2.0 COURSE DESIGN, CONTENT SUBJECT MATTER

In MOR 473 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 473 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 473, 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 473 is organized into four modules...each module builds on prior work to form an integrated course design, and a progressive exposure and immersion to high performance teams:

### MOR 473: COURSE DESIGN



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

#### **MODULES 1.0 and 2.0: UNDERSTANDING TEAMS (M-1) & TEAM DYNAMICS (M-2)**

Module 1 is organized into 3 segments: 1.1- Understanding Teams; 1.2- Defining Teams & Types of Teams; and 1.3- Understanding Teamwork. The word “team” is bandied about in daily conversation. It’s common to hear of a CEO call her or his company a “team” or a supervisor call their employees a “team.” But, what is a team? Often, what is called a team, really isn’t a team. In this module explore the definition of a team and examine the unique qualities and behavioral aspects of teams. Some key topics covered in this Module include:

1. Overview and definition of teams.
2. Defining the high-performance team.
3. What makes teams unique?
4. Contextual issues of teams and when to use teams.
5. Types of teams.
6. Frameworks and models.
7. Team dynamics and behaviors.
8. The role and importance of shared identity, trust, collaboration and values in teams.
9. Ethical values in teams.
10. Individual and collective team behaviors.

11. Self-directed, Task Force, Committees, and Project Teams.
12. Virtual, Executive and Multicultural Teams

### **MODULE 2.0: LEADING TEAMS**

Module 2.0 is organized into 3 segments: 2.1- Leadership Qualities; 2.2- Forming Teams; and 2.3- Leading Teams. Leading and being a member of a team are two important competencies and behaviors that are necessary for success in modern business and organizations. Leading teams requires particular skill sets and, depending on the type of team, unique skill sets. Likewise, how individuals function, as well as how they perform, on teams will have a significant impact on how they are perceived, accepted and assessed. In this module, we examine and discuss leadership of teams, how to lead effectively, and how to function as an effective team member. Included in Module 2 are in-depth discussions of several key topics, including, but not limited to:

1. Environmental factors and influences on team formation.
2. Selecting team members
3. Motivating teams and individual members.
4. Creating shared values, identity, trust and collaboration.
5. Forming and launching the team.
6. The team life cycle.
7. The importance and role of team leadership & leading teams.
8. Optimizing team leader performance and contribution by the team life cycle.
9. Creating high-performance: synergy, collaboration, knowledge sharing.
10. Team decision-making processes and methods.

### **MODULE 3.0: ANALYZING TEAMS & TEAM PERFORMANCE**

Getting individuals and teams to consistently perform at high levels day in and day out is challenging. In this module, we examine a number of factors that influence and shape team performance and then explore methods and techniques of assessing team performance. Particular emphasis is placed on intervention methods to improve team performance. Module 3.0 is organized into 3 segments: 3.1- Analyzing Performance; 3.2- Understanding Motivation; and 3.3- Interventions & Improvement for team Performance. Chief among the topics that we address:

1. Team Assignment: Analyze a high-performance team.
2. Measuring and assessing team performance.
3. Understanding & using effective intervention practices.
4. Providing feedback and 360 loops.
5. Understanding & leading multicultural teams.
6. Understanding & leading virtual teams.
7. Analyzing team dynamics & using metrics.
8. Developing & applying effective communication methods & practices.

At the completion of MOR 473, you should have a thorough understanding of teams, what is a team, how teams behave and are assessed, and how to best perform and lead a team.

### **3.0 LEARNING COMPONENTS & EXPECTED OUTCOMES**

MOR 473 is oriented to contemporary team leadership, team performance and team utilization topics. As collaboration becomes increasingly important, the performance of teams, how to lead teams, when and to best utilize teams, and how to most effectively measure teams become increasingly critical to organizational performance and individual development and career success. In this course, we concentrate on those seminal factors. Ultimately, after completing this course, you should be in a better, more competitive position with respect to understanding teams, how teams

perform and, most importantly, how you can best contribute to team performance and lead a team for high-performance.

Teams are, by definition, highly interactive and collaborative. No matter how “good” someone might be at sports, scholarly research, management consulting, or creative arts, effective team participation, leadership and management skills are *essential*. As this is a class about teams, students are expected to participate in class. MOR 473, uses a number of methods, including learning teams, videos, cases, client projects, individual assignments, formal cases, and a course reader may all be used in various forms to facilitate your development and transfer the appropriate knowledge. My personal objectives for you in this class are:

- **TO:**
  - Help prepare you and leave in a more competitive position with respect to this subject matter, than before you took the class...simple...
  
- **BY:**
  - Transferring the knowledge and skills necessary for creating & managing teams,
  - Helping prepare you for a career in the C-suite,
  - Helping position you for success as a leader,
  - Ensuring, through formal and informal assessment processes, that you demonstrate the competencies, knowledge and critical thinking skills emphasized and taught in 473, and in all of my courses,
  - Contributing to USC Marshall’s reputation as one of best B-schools in the nation.

At the completion of MOR 473, you should be positioned to effectively:

1. Demonstrating your understanding of teams and how teams perform.
2. Demonstrating competency and knowledge of how teams are best formed.
3. Identifying, adapting and applying academic research on teams to the practical use and leadership of teams.
4. Demonstrating how to assess the operating environment and how the situation influences team membership, dynamics, performance and leadership.
5. Describing how teams go about creating and sustaining identity, trust, shared values and collective responsibilities.
6. Applying and demonstrating your own unique understanding of team leadership and your style as leader.
7. Applying lessons learned from the assignments and ELC to a number of simulations and situations.
8. Demonstrating the effective use of case data to analyze team performance, leadership and behaviors.
9. Demonstrating how to use individual and team performance assessment and 360 feedback methods.
10. Applying leadership lessons to class teams and team assignments.
11. Improve your individual performance and contributions to any team that you are a member of.

## **4.0 COURSE COMPONENTS**

### **4.1 Academic Components**

MOR 473 is composed of 6 primary 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 473. Specifically:

*MOR 473- SYLLABUS- SPRING 2019*  
*PROFESSOR MICHAEL MISCHE*

1. **Classroom Component.** This 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.
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 projects during designated classes. 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 Project, ELC, Team Participation & Contribution Component.** Teamwork in modern organizations is essential. Learning how to function as an effective team member and leader are prerequisites to management level positions in any 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 collaborative member. More importantly, learning how to create, manage, and sustain collaborative teams are important management and leadership skills. Your active participation and contribution to your team project is critical to the success of your project, which is a component of your final grade. (See Section 9.0 for more info on the Team Project and ELC components).
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 mentoring...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.
  - a. My office is located in **Hoffman Hall (HOH) Room 415.**
  - b. I am here to help make you successful and I take that responsibility and commitment seriously:
    - i. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful.
    - ii. 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.
    - iii. Always feel free to text or call on my cell at any time.
  - c. I'm here (on campus) over 40 hours a week. I've published both my office hours and teaching schedule on BB for you...always feel free to come to one of classes.
6. **Mentoring Component.** 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

MOR 473 uses a **Harvard Course Reader**. I have selected readings and organized the Course Reader to support the concepts and key themes of MOR 473. The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester. The Course Reader is MANDATORY. I usually 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. The Course Reader can be purchased and downloaded by pasting the link below into your browser:

### REQUIRED COURSE READER URL:

<https://hbsp.harvard.edu/import/597858>

(Note, if for some reason, you are having problems accessing the HBSP via the provided link, then change browsers or shut-down your current browser and then re-start it and try again using the link above...the link should work).

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!

Non-required resources used or referred to in this course can 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](https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf)

- **AICPA Code of Professional Conduct**  
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- **Institute of Management Consultants**  
<http://www.imcusa.org/?page=ETHICSCODE>
- **USC's Final Examination Schedule**  
<https://classes.usc.edu/term-20191/finals/>
- Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.

## 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.

### 6.2 Mische's 10- 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. Executives must communicate with their organizations, customers and clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
  - The better prepared you are and the more you participate, the more that I can teach! 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 will be directly determined by three factors: (1) your 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 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 must be demonstrated individually, within the teams, and in the class. Each person will be subjectively evaluated by the team and by me as to his or her preparation for the sessions in addition to his or her contribution to the team performance. *This is world-class, elite university, so use and seek every opportunity to get better here, at Marshall, so you can perform better in the C-suite later!*

4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive one another. Do your work, be prepared. Take pride in your work. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. 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 therefore members of the Trojan Family and Trojans are *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 intention to carry your share of the responsibility to make your team and the class effective for everyone. *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, or to follow-up when it is not possible. 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 case competitions and sports events, will be accepted as exceptions to this policy. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. *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 years after you take the class. Please know that I am available to help you in any way that I can. *My door is always open.* I've been around, been through it and I am here to help.
  - 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!*

10. **Dept. Chair.** If I am not available or around, or if you feel a compelling need to confidentially discuss matters related to the course, your individual learning experience, or my teaching, then please feel free to contact Professor Peer Fiss, Chair of the MOR Dept. We are here to help you succeed!

## 7.0 COURSE NOTES & POSTINGS

My teaching style is direct and therefore, lectures are *critical*. 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 & SINGULARLY your responsibility to frequently check Blackboard (BB) for announcements, updates and materials and to also check your email for communications from me and to verify the date, time and location of the final exam.**

### IMPORTANT!

#### **DO NOT RELY on PowerPoint SLIDES or LECTURE NOTE POSTINGS ON BB!**

I rarely use slides and I rarely post slides and lecture notes on BB. I do not need, nor do I rely on slides or extensive lecture notes. I am an expert in this material.

I *lecture, coach and teach* in the classroom and most of what you will learn will be from the classroom lectures and my 30+ years of experience, as well as our collective interactions and collaborations...not slides and notes posted on Blackboard.

- If you miss class sessions/lectures, then I recommend that you try to arrange to get the appropriate notes from a fellow classmate...please do not ask me for the notes as I do not have any.

## 8.0 GRADING COMPOSITION, CRITERIA & PERFORMANCE ASSESSMENT

### 8.1 Grading Composition

This course will have three exams: **(1) Quarter Exam; (2) Midterm Exam; and (3) Final Exam.** All three exams are required of each enrolled student. Failure to take an exam will result in a failing grade for the exam. Make-up exams can be scheduled for the Quarter Exam and Midterm with advanced notice. Failure to take the final exam may result in a failing grade, an “incomplete” or “missing grade” and will require approvals and rescheduling. 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.

Your work and grade are reflective of many factors. For this course, your grade will be based on a combination of **four** grading events:

- (1) Quarter Exam,
- (2) Midterm Exam,
- (3) Final Exam, and
- (4) Project or Exercises (presentation(s)).

The Course Calendar in Section 12.0 (and also posted on BB under “Syllabus”) provides the dates for the exams and exercises. Your final grade will be reflective of your individual and team performance in the grading events **and** your quantitative performance ranking based on total grade points earned/scored in those assessment 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. Grading for exams and papers is done by USC Student ID only.

Your final grade is not based on a USC mandated GPA curve or target, but on your individual performance, the performance of the class as a whole, and your relative performance as compared to the other students. Historically, the average grade for this class is about a “B+” (3.2 to 3.4), however, there is no guarantee that this class and semester will perform at, below or above that historical average.

Student performance assessment criteria and the grading composition for this class is as follows:

<b>MOR 473 - GRADING CRITERIA &amp; COMPOSITION</b>	
<b><u>Grade Event</u></b>	<b><u>Weighting / Composition</u></b>
1). Quarter Exam:	<b>20%</b> (Individual based grade)
2). Mid-Term Exam:	<b>25%</b> (Individual based grade)
3). Final Exam:	<b>35%</b> (Individual based grade)
4). Project/ELC/Exercises:	<b>20%</b> (Team based grade)
<b>Total:</b>	<b><u>100%</u></b>

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

As this is USC Marshall, 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 final grade and or 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.

Section 9.0 provides additional information about the various grading events, exercises and assignments associated with this class. See also, <https://classes.usc.edu/term-20191/finals/> for the published schedule for final exams.

## **8.2 General Grading Standards & Criteria**

*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 473 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 general guideline, below please some examples including, but not limited to:

1. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
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. **Hypothesis Driven Problem Solving & Critical Thinking** – As a management consultant, I stress hypothesis driven problem solving using abductive, deductive and inductive problem solving methods, as well as critical thinking. For example, “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 and compliant to the requirements and scope and objectives of the assignment?

I will do my best to make my expectations for the various assignments as clear as possible and to evaluate them as fairly and objectively as they can. Also, I usually publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare (see Section 8.4.3 below).

### **8.3 Team/Peer Evaluations**

Each of you will have the opportunity to complete a peer evaluation of the members of your team with respect to the team final project. 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, social loafing, 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 it's too late, there is not much I can do.

#### 8.4 Examination Design, Procedures & Exam Preparation

8.4.1 Design. 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, (sometimes four sections) and are multiple choice:

- (1) **Course Concepts & Theory** (standard component),
- (2) **Cases & Readings** (standard component),
- (3) **Applied Reasoning & Critical Thinking** (standard component),

8.4.2 Procedures. Unless otherwise stated, all exams are closed book, no notes, laptops, or other devices allowed unless cleared by USC or me. I do not grade by name. Please use only the last four digits of your USC ID on your exam paper. This helps ensure complete objectivity and independence in the grading process while maintaining the confidentiality and privacy of each student.

I do not grade the exams. The exams are graded by TAs who are trained and authorized by USC to grade exams or are computer-based and graded automatically. However, I am fully responsible for assigning a grade to you based on your performance in the class. I work very hard to give you the best and fairest grade that I possibly can. However, I am not perfect. If you feel that an error has occurred in the grading of any assignment, including your final grade for the course, *please* let me know within ten (10) days of the date the assignment or grade is returned to you. All you have to do is write a memo (email) to me and request an explanation and re-evaluation of the assignment or final grade. If possible, attach the original assignment to the memo and explain fully and carefully explain why you think the assignment should be re-graded. If it's a final exam, then I have the exam. I will do my best to reevaluate your work and grade.

8.4.3 Exam Preparation. Make no mistake...I want you to do great in this class! The best strategy for doing well in this class, or any other, is to *prepare*. For this class, I will help you prepare as follows:

- **Study Guides (SG).** I will publish a relatively comprehensive study guide ahead of the midterm and final exams. The SG is intended to help you focus on the key concepts, cases and material that will subject of the examination. The SG is thorough and descriptive...what's in the SG is on the exam...simple.
- **In-class Review.** Usually, the class immediately preceding the scheduled midterm or final examination is dedicated to reviewing for the scheduled exam.
- **Special Final Exam Review.** For final exams, I usually schedule an optional and fully voluntary special review session for the final exam during USC "study days" period. I reserve a classroom and go over the exam material, content, design and cases/readings. Times, date and location are to-be-determined and will be posted on BB.



- **Preparation Hints.** The best way to prepare for a “Mische exam” is to relax and reflect on the lectures and cases and:
  1. Follow the study guide!! No excuses.
  2. Read your cases AND readings...just read them and remember 3-5 important things about the case or article.
  3. Review your class notes...they are essential...much of the exam questions will be derived from lecture material.
  4. Relate a case or article to a key course concept or lecture.
  5. Know your basic frameworks, models, terms and vocabulary.
  6. Think the questions through...they are asking you to apply your knowledge and analytical skills to a specific case, conditions or facts and/or to several cases on a comparative basis.
  7. Think of the exam as a “conversation with Mische”...it’s a dialog between you and me and, if it’s a final, it’s the last chance that I have to teach and coach you.
  8. If you get “stuck” make a check mark and keep going...come back the question later.
  9. In general, if you are guessing, your first guess has a higher percentage of being correct, so unless you are sure, stick with your first guess or “gut” instinct and don’t over think or over analyze the questions or answers.
  10. RELAX...it’s what you learned that counts, not the grade...great grades follow great learning!

### 8.5 Final Examination Date, Location & Time: 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, or me. Specifically:

- **FALL & SPRING SEMESTERS**, USC’s published date for final exams is the official date for your final exam and supersedes any other dates. For Fall and Spring semesters, I do not control the schedule for final exams.
- **SUMMER SEMESTER**, the date of your final exam is the last official scheduled day of your class. I schedule the exam dates for my classes.
- **PLEASE VERIFY THE EXACT TIME, DATE & LOCATION OF THE FINAL EXAM!**

As per USC rules, no exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit. 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](mailto:registrar@usc.edu)) for the request form and procedures.

**THE FINAL EXAM FOR THIS CLASS IS SCHEDULED AS FOLLOWS:**

**MOR 473 FINAL EXAM DATES**

**PLEASE VERIFY DATES & WATCH FOR THE OFFICIAL POSTING ON BB**

*See USC's URL for Final Exam Info: <https://classes.usc.edu/term-20191/finals/>*

**8.6 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](mailto:testing@usc.edu)) for assistance.

Faculty are reminded that grades are due 96 hours after the University-scheduled final examination day and time. Therefore, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

**8.7 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](mailto:vasoni@usc.edu), Dean of Religious Life) for guidance.

**8.8 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 TEAM PROJECT & ELC-SIMULATION PARTICIPATION**

Course concepts, theories and frameworks are essential foundations for knowledge. In this course, we reinforce those concepts and provide practical perspective on how and when to best apply concepts and frameworks through the use of “team exercises,” “team simulations,” “ELC simulations,” and “actual team-based learning projects.”

### **9.1 Exercises and Simulations**

This course has a number of specialized and graded exercises that focus on certain topics that are important and common to management consultants. There are three types of exercises: (1) ELC-based, (2) research and presentation-based, and (3) scenario-based. Generally, the exercises are team-based; however, individual exercises may be included in the class based on need. For each class and each semester there are 5 to 8 individual exercises, plus one to three ELC exercises (depending on semesters and ELC availability). Typical exercises/scenarios address a wide range of subjects including: team building, evaluating team performance, team socialization, providing individual and team feedback, understanding team chemistry, understanding individual vs. collective performance, negotiating team member commitment and performance, as well as other team-based behaviors. Exercises and the ELC sessions represent 20% of your final grade.

### **9.2 Team Project**

Depending on the semester and circumstances, in this course, you may be performing a team-based consulting project for an actual client. The inclusion of an actual client project for the class is dependent on a number of factors, including, client participation, client location, timing, subject matter, scope of services, availability and quality of the data required to support the work, and the level of work and effort (labor) to be incurred by students. Ultimately, the project must present significant learning value with appropriate academic content and merit. 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 and assignments will be adjusted and updated to ensure that ample time is provided to complete the project subject to the project’s scope, objectives and parameters.

### **9.3 ELC Simulation**

One of the major activities associated with the learning objectives in MOR 473 is understanding the complexities of sourcing clients, delivering services and managing the intricacies of the client relationship. To help support these objectives we conduct two ELC sessions (depending on ELC availability). The sessions are held in either the JKP or JFF ELC facilities.

The ELC exercise and assignment are designed to link course concepts to a contemporary team performance and issues. It is highly integrative and provides you with significant opportunities to apply course concepts and those concepts from other classes to a complex simulation, while enabling the structure necessary for effective learning through the application of MOR 473 course material and concepts. As ELC sessions are important...do the pre-session reading and please do not miss them...there is no way to make-up for a missed ELC session.

## 10.0 ASSIGNMENT SUBMISSION & MAKE-UP EXAMS POLICIES

### 10.1 General

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

- **For readings and cases:** please see **Section 12.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **Team Performance:** 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. You may regard your team performance and each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment.

### 10.2 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 **HARD COPY ONLY**. Due to the number of students, I cannot accept electronic copies unless prior approved (way too much downloading and printing, so help me out!).
- For all assignments please make sure that you specify your course number and DAY and TIME of course...that’s really helpful to me!
- 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). Late or not, you must complete all required assignments or your grade will suffer.
- When submitting any work...including case write-ups, presentations, reports, exams, quizzes, etc. please make sure to provide the LAST 4 DIGITS OF YOUR USC ID, your course number and your class days (M/Tu/W/Th) on the paper, exam, exercise, assignment, etc. This really helps with the “record keeping!”

### 10.3 Exam Make-up Policy

Valid conflicts with exam dates and times are sometimes inevitable and unavoidable. In the event of a conflict with a scheduled exam date, please inform me ASAP and alternative arrangements will be made. However, all make-up exams, with exception of the final exam, **must be completed within ten (10) calendar days of the scheduled exam date**. Please no exceptions unless previously approved by me or USC. Final exams are given during the “Final Exam Period” as per USC’s schedule of final exams, or if Summer semester, as posted in the syllabus (usually the last official day of the particular class).

## **11.0 RESOURCES, SUPPORT SYSTEMS & 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...no exceptions).

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

Laptops, cell phones, and iPads are **not** to be used during lectures for personal communications...use your technology for learning and note-taking.

### **11.3 Internet, Cell Phones, Tablets, Etc.**

Internet usage is not permitted during academic or professional sessions unless otherwise stated. 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, laptops, I-pods) must 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 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](http://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 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](mailto:ability@usc.edu).

#### **11.5 Safety-USC Department of Public Safety**

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

#### **11.6 Emergency Preparedness/Course Continuity**

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu). Also: USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

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](http://blackboard.usc.edu).

#### **11.7 Statement on Academic Conduct and Support Systems**

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 dismissal from my class and a referral to USC's the 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](http://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.

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. 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/>.

#### **11.8 Plagiarism**

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>.



- 11.9 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. <https://engemannshc.usc.edu/counseling/>
- 11.10 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. <http://www.suicidepreventionlifeline.org>
- 11.11 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. <https://engemannshc.usc.edu/rsvp/>.
- 11.12 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/>.
- 11.13 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. <https://equity.usc.edu/>
- 11.14 Bias Assessment Response and Support**  
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>
- 11.15 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. <https://studentaffairs.usc.edu/ssa/>
- 11.16 Diversity at USC**  
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>
- 11.17 English Language Support Systems**  
Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [www.usc.edu/disability](http://www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.
- 11.18 Disruptive Classroom Behavior**  
I will not tolerate disruptive or abusive behavior in my classroom. Fortunately, I have never had any instance of disruptive or abusive behavior. 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](http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html)

## **12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK**

See next pages for weekly course sessions calendar and assignments. Note, the Course Calendar with assignments is also posted on BB under "Syllabus."

### **NOTE!!!**

**Please note that the Course Syllabus, Course Calendar, Subjects, Content, Exams, Grading Criteria, and Weekly Assignments are dynamic documents and therefore, are, from time to time, subject to minor updates, adjustments and changes.**

**I will make announcements in class regarding changes and updates to the syllabus, calendar, assignments, exams, grading, etc., but it is also your responsibility to regularly check Black Board (BB) for the formal notifications of updates, instructions, changes, modifications, announcements and other important information.**

**MOR 473-83-TTH- Spr. 2019-Prof. Michael Mische: WEEKLY READINGS & ASSIGNMENTS**

Date	Session	Day	TOPIC	Product #	Source	Status
1/8	1	T	<b>INTRODUCTION TO MOR 473: COURSE DESIGN, OBJECTIVES &amp; EXPECTATIONS</b>			
			<i>Course Objectives &amp; Expectations</i>			
			<i>Student Performance Assessment</i>			
			<i>Exercises, Assignments, Projects</i>			
			<i>Schedule &amp; Key Dates</i>			
			<i>Mische Office Hours</i>			
			<b>Course Reader URL: <a href="https://hbsp.harvard.edu/import/597858">https://hbsp.harvard.edu/import/597858</a></b>			
			<i>pasting URL into your browser:</i>			
			<a href="https://hbsp.harvard.edu/import/597858">https://hbsp.harvard.edu/import/597858</a>			
1/10	2	Th	<b>ORGANIZING FOR TEAMS</b>			
			<i>In-Class Assignment- Define Your Team</i>			
			<i>Leadership Self Assessment</i>			
1/15	3	T	<b>MODULE 1.0 UNDERSTANDING TEAMS &amp; TEAM DYNAMICS</b>			
			<b>1.1 Understanding Teams</b>			
			<i>Reading: Team Concepts- Understand These First (HBSP-Variouse)</i>	6945BC	Course Reader	
			<i>Reading: The Discipline of Teams (Katzenbach)</i>	R0507P	Course Reader	
1/17	4	Th	<b>1.1 Understanding Teams - Cont'd</b>			
			<i>Reading: Secrets of Great Teamwork (Haas &amp; Mortensen)</i>	R1606E	Course Reader	
			<i>Reading: Teaming at Disney Animation</i>	615023	Course Reader	
1/22	5	T	<b>1.1 Understanding Teams - Cont'd</b>			
			<i>Reading: Six Common Misconceptions of Teamwork (Hackman)</i>	H007BJ	Course Reader	
			<i>Reading: Why Teams Don't Work (Hackman &amp; Coutu)</i>	R0905H	Course Reader	
1/24	6	Th	<b>1.2. Defining Teams &amp; Types of Teams</b>			
			<i>Introduction to Team Types: Teams, Committees, Task Forces</i>			
			<i>Reading: Teamwork on the Fly</i>	R1204D	Course Reader	
			<i>Reading: Ashton Blair</i>	494015	Course Reader	
			<i>Multicultural Teams</i>			
			<i>Reading: Managing Multicultural Teams (Brett, Behfar &amp; Kern)</i>	RO611D	Course Reader	
1/29	7	T	<b>1.2. Defining Teams &amp; Types of Teams - Cont'd</b>			
			<i>Global Teams</i>			
			<i>Reading: Are Your Global Team Members Mies Apart?</i>	U0702A	Course Reader	
			<i>Reading: Global Teams That Work</i>	R1510D	Course Reader	
			<i>Reading: Leading Global Teams: Managing SPLIT to Bridge Social Distances</i>	416011	Course Reader	
1/31	8	Th	<b>1.2. Defining Teams &amp; Types of Teams - Cont'd</b>			
			<i>Virtual Teams</i>			
			<i>Reading: Creating Trust in virtual Teams (Greenberg, Greenberg&amp; Antonucci)</i>	BH242	Course Reader	
			<i>Virtual Teams: A Collaborative Challenge</i>	7003BC	Course Reader	
			<i>Self-Directed Teams</i>			
			<i>Reading: R. L. Waire: Implementing Self-Directed Teams (Garvin &amp; Collins)</i>	4063	Course Reader	

2/5	9	T	<b>ELC SESSION</b>			
			Pre-Work for ELC >> Please read These Ahead of Time			
			Reading: Making Star Teams Out of Star Player (Warrkins, Bird & ...)	R1301E	Course Reader	
			Reading: Differing workstyles Can Help Team Performance (Tate)	HO1ZGO	Course Reader	
2/7	10	Th	ELC Debriefing			
			Review for Quarter Exam			
2/12	11	T	<b>QUARTER EXAM: IN-CLASS - Multiple Choice Exam</b>			
			See Section 3.0 of the Syllabus for grading and grade weighting information			
2/14	12	Th	<b>MODULE 2.0 CREATING &amp; UNDERSTANDING TEAMWORK</b>			
			<b>2.1 Teamwork Dynamics</b>			
			Reading: The New Science of Team Chemistry	R1702B	Course Reader	
			Reading: Team Chemistry is The New Holy Grail of Performance Analytics (Schrage)	HOOP2B	Course Reader	
2/19	13	T	<b>MOVIE: Twelve o' Clock High (In-class)</b>			
			Pre-Work for Movie >> Please read These Ahead of Time			
			Reading: Teamwork Turmoil	UV0861	Course Reader	
2/21	14	Th	<b>ELC SESSION</b>			
			Exercise: Negotiating Better Teamwork	RSM021	Course Reader	
2/26	15	T	<b>2.2. Motivation &amp; Recognition</b>			
			Reading: Differing Work Styles Can Help Team Performance	HO1ZGO	Course Reader	
			Reading: Use a Task Map to Help Improve Your Team's Performance	HOOP2B	Course Reader	
			ELC Debriefing			
2/28	16	Th	Superstars as Team Members			
			Reading: Teamwork works best when top performers are rewarded	HO2Q8E	Course Reader	
			Reading: Making Star Teams Out of Start Players	R1301E	Course Reader	
3/5	17	T	Mid-Term Review- In Class			
3/7	18	Th	<b>MID TERM EXAM: In-Class - Multiple Choice</b>			
3/12		T	SPRING BREAK- NO CLASS			
3/14		Th	SPRING BREAK- NO CLASS			
3/19	19	T	<b>MODULE 3.0: LEADING HIGH PERFORMANCE TEAMS</b>			
			<b>3.1 Leading Teams</b>			
			Reading: Organizational Behavior- Leading Teams	8306	Course Reader	
			Reading: The Thoughtful Leader-Integrative Leadership (Fisher)	ROT272	Course Reader	
3/21	20	Th	Reading: Army Crew Team (Snook & Polzer)	403131	Course Reader	
			Avoiding A "Me" Versus "We" Dilemma: Using Performance Management to Turn Teams into a Source of Competitive	BH548	Course Reader	
3/26	21	T	Reading: The Overcommitted Organization	RT170SC	Course Reader	
			Reading: Proof that women Get Less Credit for teamwork (Tate)	H02MKC	Course Reader	

3/28	22	Th	<b>ELC SESSION</b>			
			<b>3.2 Leadership Issues</b>			
4/2	23	T	Reading: <i>Smaller Teams- Better teamwork: How to Keep Project Teams Small</i>	BH132	Course Reader	
			Reading: <i>Mabel's Labels (Konrad &amp; Birbrager)</i>	W15469	Course Reader	
			ELC Debriefing			
4/4	24	Th	Reading: <i>Blake Sports Apparel &amp; Switch Activewear</i>	417048	Course Reader	
4/9	25	T	Reading: <i>Launching &amp; Leading Intense Teams</i>	BH687	Course Reader	
4/11	26	Th	<b>ELC SESSION</b>			
4/16	27	T	<b>MODULE 4.0: ASSESSING TEAM PERFORMANCE &amp; FEEDBACK</b>			
			Reading: <i>Candor, Criticism, Teamwork (Ferrazzi)</i>	F1201F	Course Reader	
			ELC Debriefing			
4/18	28	Th	<b>TEAM PROJECTS DUE</b>			
4/23	29	T	Feedback Mechanisms			
			reading: <i>Making Feedback Helpful (Michaelsen &amp; Schultheiss)</i>	JME	Posted on BB	
4/25	30	Th	Review for Final Exam			
TBD			Final Exam Study Session- Optional		TBD	
TBD			<b>FINAL EXAM: As Scheduled By USC</b>			
			Mandatory for all students...no exceptions			
			Usually multiple choice w/ 40 to 50 questions			
			See Syllabus Section 8.0 for grade weighting information			
			See USC Exam Schedule at: <a href="https://classes.usc.edu/term-20191/finals/">https://classes.usc.edu/term-20191/finals/</a>			
			Note:It is your responsibility to confirm the final exam date!			