

**USC Marshall School of Business**  
**MOR 473 – Designing & Leading Teams (4 Units)**  
Days: Monday and Wednesday  
Times: 4:00 - 3:50pm  
(January 10 through April 29, 2022)  
Room: JFF 328

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## INTRODUCTION

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

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

In this course, we address how to lead teams for higher performance. In this regard, we examine and learn 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 to effectively measure team performance and provide individual team member feedback and performance assessment. 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 to lead teams to produce results, 360 feedback loops and methods, and team communication skills.

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 effectively lead teams composed of highly diversified and geographically dispersed resources. As such, we also discuss the role of technology in leading high-performance teams, especially in virtual teams.

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

## LEARNING COMPONENTS & EXPECTED OUTCOMES

MOR 473 has been ‘engineered’ to incorporate three distinct learning components: leadership-centric methods, research and established knowledge on teams, team behaviors and leading teams, and case analysis processes and ELC exercises. The combination of these components are intended to provide the student with exceptional knowledge, insight and the cognitive and critical thinking skills necessary to function on, contribute to and lead high-performing teams across a wide range of applications and environments. At the completion of the course students will be able to demonstrate, communicate and apply the following course learning outcomes (CLO):

- CLO-1: Applying course concepts to assess the need for a team and the type of team under various conditions and situations
- CLO-2: Analyze team performance and behaviors using research-based methods and concepts.
- CLO-3: Evaluate team individual performance and contribution to team performance.
- CLO-4: Apply course concepts to examine and effectively evaluate overall team performance.
- CLO-5: Apply research-based concepts related to team selection, formation and socialization concepts.
- CLO-6: Apply learned leadership concepts to team management and performance.
- CLO-7: Identify and apply team enabling agents and conditions to ensure high-performance.
- CLO-8: Correctly apply proper vocabulary to communicate knowledge of teams and team leadership.

## COURSE DESIGN, CONTENT SUBJECT MATTER

In MOR 473 we learn how to lead team in the very contemporary and dynamic sense which considers: 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 leading 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 and leading high-performing teams:

## MOR 473: COURSE DESIGN



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. Complementing the academic and lecture concepts of course is a series of team related assignments and *Experiential Learning Center* (ELC) activities.

### MODULES 1.0: UNDERSTANDING TEAMS

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 Module 1 we 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.

### MODULE 2: UNDERSTANDING TEAM BEHAVIORS & DYNAMICS

Building from Module 1, Module 2 seamlessly addresses the topic of team behaviors, norms, and dynamics. Module 2 includes:

1. Team dynamics and behaviors.
2. The importance of team socialization and issues.
3. The role and importance of shared identity, trust, collaboration, knowledge sharing and values in teams.
4. Ethical values in teams.
5. Individual and collective team behaviors.
6. Self-directed, Task Force, Committees, and Project Teams.
7. Virtual, Executive and Multicultural Teams.

### MODULE 3.0: LEADING TEAMS

Module 3.0 is organized into 3 segments: 3.1- Leadership Qualities; 3.2- Forming Teams; and 3.3- 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 3 are in-depth discussions of several key topics, including, but not limited to:

1. Leadership challenges and issues.
2. Environmental factors and influences on team formation.
3. Selecting team members
4. Motivating teams and individual members.

5. Creating shared values, identity, trust and collaboration.
6. Forming and launching the team.
7. The team life cycle.
8. The importance and role of team leadership & leading teams.
9. Optimizing team leader performance and contribution by the team life cycle.
10. Creating high-performance: synergy, collaboration, knowledge sharing.
11. Team decision-making processes and methods.

#### **MODULE 4.0: THE LEADER'S ROLE IN ASSESSING INDIVIDUAL 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 that leaders can use to individual team performance and contribution to the overall team. Particular emphasis is placed on intervention methods to improve team performance. Module 4.0 is organized into 3 segments: 4.1- Analyzing Performance; 4.2- Understanding Motivation; and 4.3- 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 most importantly, how to lead a team and the role of the leader in providing assessment of individual contributions and performance.

#### **REQUIRED TEXT & COURSE READER**

The following materials are required for this class:

- **Primary Textbook:** There is no required textbook for this course.
- **Required Course Reader:** Harvard Business School Publishing (HBSP) Course Reader is available for purchase at: <https://hbsp.harvard.edu/import/895267>

#### **PERFORMANCE ASSESSMENT & GRADING**

##### **Grading**

Grading will be competitive and rigorous. Not everyone will earn an “A” or “A-” and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or your effort. This is a professional competency class and therefore, is highly competitive class and your final grade is performance and results based.

Your final grade will be reflective of your individual and team performance in the various grading components for this class and your quantitative performance ranking based on your 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 rank, in total points, in comparison to other students. As with all semesters, there may or may not be a curve for final grading. The use of a curve is entirely at the discretion

of the instructor. Final grades for this class are not based on any USC mandated GPA target. Historically, the average grade for this class is about a “B+” (3.2 to 3.4). However, each semester and each class are different and there are no guarantees that this class and this semester will perform at, below, or above that historical average.

**Specific Grading Components**

This course has **five** grading components:

- (1) Exam 1 - Quiz,
- (2) Exam 2- Midterm
- (3) Exam 3- Final
- (4) Team Exercises (3)
- (5) Team Project

All course grading components are required of each enrolled student in order to receive a grade. Failure to take any of the exams may result in a failing grade for the exam and/or course.

**MOR 473 GRADING INFORMATION**

<b>MOR 473- GRADE COMPOSITION- Spring 2022</b>	
<b>GRADING COMPONENT</b>	<b>Percent</b>
Exam 1- Quiz	10
Exam 2- Midterm	20
Exam 3- Final	30
<b>Sub-total:</b>	<b>60</b>
Team Project Assignment	25
Team Exercises (3 exercises)	15
<b>Total:</b>	<b>100</b>

(All dates are “approximate” and subject to change subject to our *collective agreement as expressed by a majority vote of the class.*)

**Examinations and Exam Grading**

Exams are opportunities to teach and transfer knowledge to you, as well as assess your mastery of the subject. MOR 473 exams are designed to assess and *reinforce* your knowledge, competency and ability to identify and apply 473 concepts and information to a set of questions, facts and circumstances.

To be successful on MOR 473 exams *will take more than just memorization* of definitions, tools and methods. MOR 473 exams are designed to test and *constructively challenge* your comprehension of concepts, themes, readings, facts and cases and your ability to interpret, adapt and *apply* those to a specific set of questions and circumstances. The exams stress *critical thinking* in the application of concepts and content related to recognizing, diagnosing, analyzing and developing responsive solutions to complex business cases using a structured framework.

MOR 473 exams are organized into three categories of questions:

- a. Course Concepts & Theory, which stress important concepts, frameworks and theories.
- b. Cases & Readings, which focus on particular authors, research and key concepts.
- c. Applied Reasoning & Critical Thinking, which present fact patterns, circumstances or management dilemmas that require you to triage, diagnose, analyze and “solve” the problem based on the description and available answers.

All exams are multiple choice and electronically administered and graded on Blackboard. In general, you can expect the exams to vary in length and to be progressively more challenging with the final exam representing a summation of the course and its key concepts and components. To help you prepare for exams, a thorough Study Guide is available. What's on the Study Guide is subject to inclusion on the exam!

### Project Case Assignment

In addition to the exams, MOR 473 has a Project Case Assignment component as part of your final grade. For this class:

- Students are randomly assigned to teams by the professor.
- Teams are limited to 4 students per team.
- Students are expected to work collegially and collaboratively.
- Teams are provided with a complex, real-life consulting project case to which they apply the concepts, theories and methods of MOR 473.
- Teams are provided individual coaching sessions.
- Teams are also provided a separate, optional coaching session held on a non-class day.
- Individual team performance and contribution is subject to peer assessment by members of the team. In this manner, students experience the process of performing formal performance assessments and also receiving assessments.
- See Team Self-Assessment Rubric for example criteria and explanations.

Project Case Assignments are team graded and are assessed using criteria that are similar to internal review processes in management consulting. As provided in the example below, each criterion is weighted and a composite total score is generated and provided.

### Example Grading Rubric- Team Project

MOR 473- EXAMPLE TEAM CASE PROJECT GRADING- EXAMPLE ONLY				
DATE:				
PROJECT:				
TEAM NUMBER:				
TEAM CONTACT:				
TEAM MEMBERS:				
<i>The below is your formal grade for your project based on a standard 4.0 scale.</i>				
#	GRADING ATTRIBUTE	Weighting	Mische Grade	Wt'd. Grade Score
1	Application of Academic Concepts, Theories & Methods	0.15	4	0.6
2	Application of Course Concepts- Did You Apply Appropriate 473 Concepts for Innovation?	0.15	3.7	0.555
3	Proper application of Team Definition & Terms	0.025	3.7	0.0925
4	Proper use of assessment metrics & tools of Team Behaviors & Characteristics	0.025	3.7	0.0925
5	Proper application of Team Leadership Methods & Qualities	0.15	3.7	0.555
6	Quality of Critical Questions/Reasoning- Depth, Quality, Relevancy related to Team Performance	0.1	3.5	0.35
7	Proper application of Appropriate Team Methodological Frameworks (Specific to case needs)	0.1	3.5	0.35
8	Proper application of Individual & Team Performance Assessment & Feedback Tools	0.1	3.7	0.37
9	Proper application of Leader Performance Assessment & Feedback Tools	0.1	3.3	0.33
10	Responsiveness to Assignment Reqs.- Did You Satisfy the Assignment?	0.1	3.7	0.37
<b>Your Unadjusted Weighted Score</b>		<b>1.00</b>	3.65	<b>3.665</b>
11	Grade Point Deduction: Failed to Hand In Assignment as Required or Was Late:	<b>.15 points</b>	0	<b>0</b>
<b>YOUR FINAL ADJUSTED SCORE &amp; GRADE FOR THE PROJECT:</b>				<b>3.665</b>
<b>YOUR GRADE:</b>				<b>91.625</b>
Example Grade Points	GRADING LEGEND DESCRIPTION			
Based on a Standard 4.0 Scale				
4	<b>Professional Level</b> - This work is of significant stature & is indicative of high-level professional consulting skills and/or application of course concepts.			
3.7	<b>Exceeds Expectations</b> - This work is very good & is indicative of professional consulting skills...small improvements would make the work "professional."			
3.3	<b>Meets Expectations</b> - All around good work; satisfies assignment & client needs; room for improvement.			
3	<b>Meets the Most Minimum of Expectations</b> - Barely acceptable; not client ready; can be remediated with additional work.			
0-2.9	<b>Fails to Meet Expectations</b> - Completely unacceptable in all respects; not client ready; cannot be salvaged.			
<b>DEFAULT GRADES</b>				
D-Default	If and when used, a "default score" used when the attribute is not appropriate for the assignment, or not graded.			
	When used, all teams receive the same default grade per criterion, per assignment.			

## EXAMINATION INFORMATION & POLICIES

### Exam Information

- a. **Exams Format & Process.** As noted, all exams are multiple choice. All exams are electronically administered, delivered and graded using Blackboard. Specific instructions are provided for each exam. All students must take the exams for this class.
- b. **Study Guides (SG).** As noted, a comprehensive study guide is published ahead of the midterm and final exams. The SG is intended to help you prepare for the key concepts, cases and material that will subject of the examination. What's in the SG is on the exam...simple.
- c. **In-class Review.** Time permitting, I will try to conduct an in-class review on the class immediately preceding the scheduled midterm or final examination.
- d. **Special Final Exam Review.** Time permitting, 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.
- e. **Dates for Exams.** Dates for exams are scheduled in "Course Calendar & Assignments" of this syllabus. If you are unable to take an exam, please let me know ahead of time and we'll coordinate an alternative date and time. See also the USC schedule of final exams for the date of the final exam for this class.
- f. **All Exams are Required.** No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so. As per USC rules, no exceptions to taking the final exam shall be granted unless previously approved, in writing, by the appropriate USC academic unit.
- g. **Make-up Exam.** Make-up exams are subject to prior approval or approval due to technical issues with Blackboard. Make up exams for the midterm must be taken within a ten (10) business day period of the scheduled date. A make-up for the final exam requires special scheduling arrangements.

### Exam Policies

- a. **Your Responsibility for Exams.** Unless specifically notified in writing, you are required to take all scheduled exams. 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 established by USC for scheduling conflicts, religious observances, illness, hardships, documented emergencies, etc. Students should plan in advance to avoid scheduling conflicts in their final examinations. 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.
- b. **Exceptions for 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.

- c. Exceptions for 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.

**Grade & Exam Questions, Issues & Challenges**

- a. Grade Questions, Concerns & Challenges. I will do my best to communicate my expectations for the various assignments as clearly as possible. I am fully responsible for assigning a grade to you based on your performance in the class and I will work very hard to give you the best and fairest grade that I possibly can.
- b. 14-Day Challenge Period. No one and no exam is perfect. If you have questions, issues, or concerns about the grading of any assignment or exam, including your final exam and/or your final grade for the course, then please let me know within fourteen (14) calendar days of the date the assignment, or the date of your exam that your grade is returned, or made available to you.
- c. Grade Question & Challenge Procedures. If you have questions about your grade or exam, all you have to do is write me an email to me within the 14-day challenge period to request a meeting to discuss your questions and grade. In your email you must follow these directions: in the Subject box of your email you must use the following language: "Course #-Days-Grade Question," example: "473- Grade Question." Failure to use the proper submission format could result in a non-response from me.

**MISCHE'S COACHING TIPS- PREPARING FOR CLASS & PERFORMING IN CLASS**

Preparing for class is essential to performing in class. Below are some coaching tips to help you prepare for class and performing in class:

<u>Activity</u>	<u>Description</u>	<u>Est. Time Commitment</u>
(1) Pre- Class:	Before class preparation	As needed, per assignment.
(2) During Class:	In-class participation	As incurred.
(3) In-class Breakouts:* Reading or Case Discussion Questions		8 to 10 minutes per breakout.
(4) In-class Discussion: Summarize & present your discussions		Variable.
(*) = If applicable.		

**a. Pre-Class Preparation**

Pre-class preparation requires your commitment and dedication to learning before class. Pre-class activities include:



1. Reviewing the course syllabus and topic for the week/class session.
  2. Reviewing the assigned class discussion questions or “Class Pack” posted on BB under “Assignments > Discussion Questions.”
  3. Reading the assigned case and articles.
  4. Creating personal notes to capture your thoughts, at a level appropriate, about the reading/case as related to the discussion questions for your use in class discussions.
  5. Developing 3 questions for each reading/case and bring those to class.
- b. **During Class**
1. Come to class, relaxed and ready to participate and contribute.
  2. Quickly review the assigned class discussion questions posted on BB under “Assignments > Discussion Questions.”
- c. **In-class Breakout** (when applicable)
1. Upon in-class team discussion assignment, organize your team. Your discussion team number corresponds to the question that your team is assigned to discuss.
  2. Discuss your assigned question. In your discussion, incorporate elements of the lecture, any related videos and readings, and apply key course concepts.
  3. Generate notes sufficient to lead a discussion of your question with the full class.
  4. Designate a person to lead a discussion of your question with the full class. All members may contribute.
  5. Wrap-up your team meeting by developing two additional discussion questions.
- d. **In-class Discussion**
1. Review your notes.
  2. Lead discussion of your question.
  3. Generate questions for follow-up classes or office hours, if necessary.
  4. Have fun leading the discussion.

### CLASS CONTRIBUTION & PARTICIPATION

Class engagement, contribution and participation are extremely important parts of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session. My expectation and those of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class contribution and participation are also a critical part of this course’s learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students’ demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully...and I’m open to various methods.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience. In general, the evaluating of in-class participation is based on the following:

- *Preparation* – Are you prepared for the class?

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?
- *Mindfulness* – Are you efficient and mindful of time that you are using with respect to other students and are not monopolizing or diverting class discussions.

During class sessions, I frequently assume the role of a “Socratic” facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*. The below example of Class Participation “Behavioral Anchor Rating Scale” is provided for guidance and example purposes:

#### Excellent Performance

- Initiates information relative to topics discussed
- Is prepared
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students’ contributions

#### Average Performance

- Participates in group discussions, when asked
- Demonstrates knowledge of course material
- Offers clear, concise, “good” insights on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

#### Unacceptable Performance

- Fails to participate even when directly asked
- Is unprepared
- Provides no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group/class
- Monopolizes class discussions
- Asks superfluous and non-relevant questions or makes comments not relevant to topic
- Engages in or provides irrelevant discussion, comments or insights

## COMMENTS & GUIDANCE ON GRADING

### GPA Expectations

For this course, you can expect an overall class GPA of **3.2**, therefore, competition for high grades will be very intense. Grading is based on your total score for exams, projects and contribution, which is then ranked highest to lowest to determine your final grade assignment.

### General Tips & Comments on Grading Standards for Case Analysis & Written Exercises

Impress me...simple. Your formal written work will be evaluated based on the course objectives and requirements, as provided for each individual assignment. As a general guideline for your use, when assessing and grading your written work and contributions, I generally use multiple criteria and dimensions including, but not limited to:

1. **Hypothesis Driven Problem Solving & Critical Thinking** – Solving complex client problems requires hypothesis driven problem-solving skills using abductive, deductive and inductive reasoning methods, as well as critical thinking:
  - **Diagnostics & Definition-** Have you properly and accurately diagnosed the case and its dilemmas and problems and have you adequately and clearly described/defined the results of the diagnostic?
  - **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
  - **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)?
  - **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
  - **Relevance** -- Does your work or comment bear on the subject at hand? That is, are you staying within the scope of the assignment or exercise? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
2. **Associative Thinking/Linkage** – To what extent are your work and comments logical to or with the issue or problem at hand, or scope and objectives of the assignment or project? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “Medici Effect” in your thinking? Are you effectively applying and/or integrating the course concepts in your problem-solving methods?
3. **Responsiveness** – To what extent is work responsive to the needs of the assignment? Does your work align with and satisfy requirements of the issue or problem at hand, or scope and objectives of the assignment or project? Is your work responsive and compliant to the requirements, scope and objectives of the assignment? Did you follow the instructions and does your work satisfy the directions for the assignment?
4. **Analysis** – Have you employed the proper set of frameworks and analytical methods? Why did you elect to use a certain framework? To what extent have you properly used and applied key course concepts, method and frameworks and those of other disciplines in responding to the assignment or

exam? Have you appropriately used or integrated concepts and methods from other courses?

5. **Data** - Have you effectively identified the data required to address your assignment? Have you used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
6. **Interrogative** – Have you thoroughly investigated/interrogated the issues, situations, problems and dilemmas? Have you used critical thinking and hypothesis-driven problem-solving methods in your analysis? Are your solutions supportable and responsive?

## CLASSROOM POLICIES

1. **In General.** 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, Fox Business and other business news services. All students are expected to:
  - a. Come to class prepared to discuss the readings and cases.
  - b. Feel free to participate and constructively contribute to all classes at all times.
  - c. Bring your energy.
  - d. Bring your curiosity and questions.
  - e. Participate and contribute when called upon.
2. **In the Classroom.** Class attendance and participation is important in developing a coherent view of the materials covered in the course. In-person attendance involves:
  - a. Being socially responsible and respectful.
  - b. Being present and engaged in the class and not texting or emailing during lectures.
  - c. Not using your cell phones or listening to other material or content using your ear plugs.
  - d. Avoid eating food in class.
  - e. Coming to class on time.
  - f. Acting like a responsible adult and Trojan.
  - g. Be Happy!
3. **Copyrights & Permission.** “Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other usual non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.”<sup>1</sup>

## COURSE NOTES, PPTs & 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).

- a. It is your responsibility and **SOLELY** your responsibility to frequently check Blackboard (BB) for announcements, updates and materials and to also check your email for communications from me and

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<sup>1</sup> <https://policy.usc.edu/scampus-part-c/>. See also, USC Faculty Announcement, Charles F. Zukoski, Provost & Senior Vice President Academic Affairs, August 2, 2020.

to verify the date, time and location of assignments, exercise, ELC sessions, exams and the final exam.

- b. DO NOT rely on posting of notes or Power Point slides. Consistent with Socratic methods, I do not rely and therefore, do not post a lot of slides to BB. Do the readings!
- c. DO NOT video tape me, record me or transmit, post or stream my likeness, lectures, exams, exercises assignments, etc., on any media, to anyone else or entity, in any way, using any technology, including but not limited to electronic or otherwise, unless you have my specific written permission. Lecture material and likeness are proprietary to me and are my intellectual and personal property.
- d. Either USC or I will post video content of the lectures for you on BB.

### ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES

- a. **Assignment Submission Policy.** Assignments must be turned in at the posted due date/time. Any assignment turned in late may be subject to an automatic full grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).
- b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions in herein.
- c. **ELC Sessions (If Applicable).** ELC sessions are scheduled far in advance and require the coordination and oversight of USC's ELC's experts and specialists. ELC sessions are unique and therefore, sessions cannot be re-scheduled and there are no make-up sessions or make-up assignments. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.
- d. **Retention of Graded Coursework.** Final exams and all other graded work, which affected your 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 or exam to you, it is your responsibility to retain it...no exceptions).

### ACADEMIC CONDUCT & SUPPORT SYSTEMS

#### Academic Conduct

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. 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" [policy.usc.edu/scampus-part-b](http://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 at <http://policy.usc.edu/scientific-misconduct>.

#### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed

up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call  
[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)* - (213) 740-5086  
[eeotix.usc.edu](https://eeotix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS)* - (213) 740-0776  
[osas.usc.edu](https://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention* - (213) 821-4710  
[campussupport.usc.edu](https://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion* - (213) 740-2101  
[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call  
[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)  
[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)  
[chan.usc.edu/otfp](http://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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

Note: A more user friendly version, in Excel, is available for your use on Blackboard > “Syllabus > Course Calendar & Assignments.” The Course Calendar is the most important document for the class as it contains the assignments, due dates and readings. Please note, I may be updating the Course Calendar as we journey through the semester together, so watch for announcements of updates on BB.

<b>MOR 473-83</b>					
<b>MW 2:00 to 3:50 PM- JFF 328</b>					
<b>PROFESSOR MICHAEL A. MISCHE</b>					
<b>SPRING 2022- WEEKLY ASSIGNMENTS &amp; READINGS</b>					
<b>UPDATED 1/19/22</b>					
<b>REQUIRED COURSE MATERIALS &amp; ZOOM INFO</b>					
	<b>Course Reader:</b>	HBSP Course Reader: 473- Updated for Spring- 2022			
	<b>URL:</b>	<a href="https://hbsp.harvard.edu/import/895267">https://hbsp.harvard.edu/import/895267</a>			
		-			
	<b>Zoom Info:</b>	To be used for on-line classes only			
	<b>ID</b>	Meeting ID: 992 1209 9281			
		Join URL: <a href="https://usc.zoom.us/j/99212099281?pwd=eFdaY05xSGdkdGNGVWJlWjEwanVvdz09">https://usc.zoom.us/j/99212099281?pwd=eFdaY05xSGdkdGNGVWJlWjEwanVvdz09</a>			
	<b>Prof. Mische's Office</b>	M-TH 12:15 to 1:30 PM; Fridays- by appointment only.			
		Hoffman 415 (HOH 415) ( <i>Drop byes always welcome!</i> )			
		Zoom Office: Meeting ID: 977 9082 4605			
<b>JANUARY</b>					
Session	Date	Day	TOPIC	Product #	Source
<b>MODULE 0 COURSE DESIGN &amp; OBJECTIVES</b>					
1	10-Jan	M	<b>INTRODUCTION TO MOR 473</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>		
			<i>Mische's Virtual Office on Zoom-Meeting ID: 977 9082 4605</i>		
2	12-Jan	W	<b>ORGANIZING FOR TEAMS</b>		
			<i>Reading: Team Concepts- Understand These First (HBSP-Various)</i>	6945BC	Course Reader:
			<i>In-class Exercise: Leadership Assessment</i>		
	17-Jan	M	<i>Holiday- Dr. M.L. King Day</i>		
<b>MODULE 1.0 UNDERSTANDING TEAMS &amp; TYPES OF TEAMS</b>					
3	19-Jan		<b>1.1 Understanding Teams-1</b>		
			<i>Defining Teams</i>		
			<i>Reading: Eight Ways to Build Collaborative Teams</i>	R0711F	Course Reader:
			<i>Reading: The Discipline of Teams (Katzenbach)</i>	R0507P	Course Reader:
4	24-Jan	M	<b>1.1 Understanding Teams-2</b>		
			<i>Reading: Secrets of Great Teamwork (Haas &amp; Mortensen)</i>	R1606E	Course Reader:
			<i>Reading: For Great Teamwork, Start with a Social Contract</i>	H008NH	Course Reader:
			<i>Case: Teaming at Disney Animation</i>	615023	Course Reader:
5	26-Jan	W	<b>1.1 Understanding Team Dynamics</b>		
			<i>Reading: Six Common Misconceptions of Teamwork (Hackman)</i>	H007BJ	Course Reader:
			<i>Reading: Why Teams Don't Work (Hackman &amp; Couto)</i>	R0905H	Course Reader:
6	31-Jan	M	<b>1.2. Defining Teams &amp; Types of Teams</b>		
			<i>Reading Managing Multicultural Teams (Brett, Behfar &amp; Kern)</i>	RO611D	Course Reader:
			<i>Reading: Teamwork on the Fly</i>	R1204D	Course Reader:
			<i>In-class Case: Aston Blair</i>	494015	Course Reader:



FEBRUARY					
7	2-Feb	W	<b>1.2. Global Teams</b>		
			<i>Reading: Are Your Global Team Members Miles Apart?</i>	U0702A	Course Read:
			<i>Reading: Global Teams That Work</i>	R1510D	Course Read:
			<i>Reading: Leading Global Teams: Managing SPLIT to Bridge Social Distance</i>	416011	Course Read:
			<i>Team Assignments Announced</i>		
8	7-Feb	M	<b>1.2. Virtual &amp; Multicultural Teams</b>		
			<i>Reading: Creating Trust in Virtual Teams (Greenberg, Greenberg &amp; Antonucci)</i>	BH242	Course Read:
			<i>Reading: Virtual Teams: A Collaborative Challenge</i>	7003BC	Course Read:
			<i>Reading: Getting Virtual Teams Right</i>	R1412J	Course Read:
			<i>Case Pre-Assignment 1: R. L. Wolfe: Implementing Self-Directed Teams (See BB for instructions)</i>	4063	Course Read:
9	9-Feb	W	<b>TEST- 1- Multiple Choice on BB</b>		
			<i>Multiple choice on BB. Approx. 20 to 25 questions based on Study Guide.</i>		
			<i>BB &gt; Assessments &gt; Tests &gt; Exam 1 (open book)</i>		
			<b>MODULE 2.0 CREATING TEAMWORK &amp; HIGH PERFORMANCE TEAMS</b>		
10	14-Feb	M	<b>ELC Session-1- Self-Directed Teams- IDEO</b>		
			<i>Pre-Work for ELC &gt;&gt; Please read These Ahead of Time</i>		
			<i>Reading: Differing Workstyles Can Help Team Performance (Tate)</i>	HO1ZGO	Course Read:
11	16-Feb	W	<b>Teamwork Dynamics- Self-direction &amp; Knowledge Sharing</b>		
			<i>ELC Debriefing- Knowledge Sharing &amp; Capture</i>		
			<i>Team Case Assignment 1 Due: R. L. Wolfe: Implementing Self-Directed Teams</i>	4063	Course Read:
	21-Feb	M	<i>Holiday- President's Day</i>		
12	23-Feb	W	<b>Teamwork Dynamics- Chemistry</b>		
			<i>Reading: The New Science of Team Chemistry</i>	R1702B	Course Read:
			<i>Reading: Team Chemistry Is The New Holy Grail of Performance Analytics (Schrage)</i>	HOOP2B	Course Read:
			<i>Pre-Case Assignment: Enabling Teamwork at the Cleveland Clinic (See BB for instructions)</i>	621040	Course Read:
13	28-Feb	M	<b>ELC Session-2- Motivation- Motus Simulation</b>		
			<i>Pre-Work for ELC &gt;&gt; Please read These Ahead of Time</i>		
			<i>Exercise: Negotiating Better Teamwork</i>	RSM021	Course Read:

MARCH					
14	2-Mar	W	<b>Team Dynamics- Motivation &amp; Recognition</b>		
			<i>Reading: Teamwork Works Best When Top Performers Are Rewarded</i>	HO2Q8E	Course Reader
			<i>Reading: Making Star Teams Out of Star Players</i>	R1301E	Course Reader
			<i>Team Case Assignment 2 Due: Enabling Teamwork at the Cleveland Clinic</i>	621040	
15	7-Mar	M	<b>Review &amp; Prep for Midterm</b>		
16	9-Mar	W	<b>Test 2- Midterm Exam</b>		
			<i>Multiple choice on BB. Approx. 35 to 40 questions based on Study Guide.</i>		
			<i>BB &gt; Assessments &gt; Tests &gt; Midterm Exam (closed book)</i>		
	14-Mar	M	<i>Spring Break</i>		
	16-Mar	W	<i>Spring Break</i>		
			<b>MODULE 3.0: LEADING HIGH PERFORMANCE TEAMS</b>		
17	21-Mar	M	<b>Review Midterm Exam Results</b>		
18	23-Mar	W	<b>Leading Teams-1- Leading &amp; Leadership Style</b>		
			<i>Reading: The Thoughtful Leader-Integrative Leadership (Fisher)</i>	ROT272	Course Reader
			<i>Avoiding A "Me" Versus "We" Dilemma: Using Performance Management to Turn Teams into a Source of Competitive Advantage</i>	BH548	Course Reader
			<i>Reviv your BM Scores</i>		
19	28-Mar	M	<b>Leading Teams-2- Turmoil, Discontent &amp; Dysfunctionality in Teams</b>		
			<i>Reading- When Bad Things Happen to Good Teams</i>	7789BC	Course Reader
			<i>Reading: Teamwork Turmoil</i>	UV0861	Course Reader
			<i>Pre-case Assignment: Army Crew Team (See BB for instructions)</i>	403131	Course Reader
20	30-Mar	W	<b>Leading Teams-3-Continuity &amp; Group Integrity</b>		
			<i>Reading: Smaller Teams- Better Teamwork: How to Keep Project Teams Small</i>	BH132	Course Reader
			<i>Reading: The Hidden Benefits of Keeping Teams Together</i>	F1312A	Course Reader

APRIL					
21	4-Apr	M	<b>Improving Team Performance</b>		
			Reading: <i>Use a Task Map to Help Improve Your Team's Performance</i>	HOOP2B	Course Read:
			Reading: <i>Blake Sports Apparel &amp; Switch Activewear</i>	417048	Course Read:
			<b>Team Case Assignment-3 Due: Army Crew Team</b>	403131	Course Read:
22	6-Apr	W	<b>Organizational Issues &amp; Teams</b>		
			Reading: <i>Proof That Women Get Less Credit for Teamwork (Torres)</i>	H02MKC	Course Read:
			Reading: <i>The Overcommitted Organization</i>	RT170SC	Course Read:
23	11-Apr	M	<b>ELC SESSION-3- Dolphin</b>		
24	13-Apr	W	<b>Team Performane &amp; Dynamics</b>		
			ELC Debriefing		
			Reading: <i>Mabel's Labels (Konrad &amp; Birnager)</i>	W15469	Course Read:
25	18-Apr	M	<b>Mindfulness &amp; Balancing Work-Life-Team Commitments</b>		
			Reading: <i>A Good Call: Real World Strategies for Effective Teamwork, Managing Upward &amp; Work/Life</i>	7150BC	Course Read:
26	20-Apr	W	<b>Project Workshop Day</b>		
			<b>Projects Due- See BB for instructions</b>		
			<b>MODULE 4.0: ASSESSING TEAM PERFORMANCE &amp; FEEDBACK</b>		
27	25-Apr	M	<b>Providing Constructive Feedback</b>		
			Reading: <i>Candor, Criticism, Teamwork (Fornaciari)</i>	F1201F	Course Read:
			Reading: <i>Making Feedback Helpful (Michaelsen &amp; Schulheiss)</i>	JME	Posted on BB
28	27-Apr	W	<b>Course Wrap-up &amp; Review for Final Exam</b>		
MAY					
29	5/9	M	<b>TEST 3- FINAL EXAMINATION- ON BLACKBOARD- MANDATORY</b>		
		2:00-4:00	<b>It is your responsibility to check BB &amp; USC to confirm the final exam date &amp; time!</b>		
			The Final Exam is <b>mandatory</b> for all students, no exceptions.		
			Only <b>valid</b> USC exceptions, date & time changes, needs, etc. will be granted...see- <a href="https://classes.usc.edu/term-20221/finals/">https://classes.usc.edu/term-20221/finals/</a>		
			Final exam is multiple choice w/ 60 to 70 questions, 120 mins., <b>closed</b> book & is electronically timed & administered on BB. Calculators are permitted.		
			See Syllabus & BB <b>updates</b> for further information regarding final & weightings.		
			See USC Exam Schedule at: <a href="https://classes.usc.edu/term-20221/finals/">https://classes.usc.edu/term-20221/finals/</a>		
	5/12	TH	<b>Final Course Grades Submitted to USC (approximate target date for submission, workload permitting.)</b>		

END OF DOCUMENT