

DESIGNING HIGH-PERFORMANCE ORGANIZATIONS
Spring 2024
Mondays 6:30-9:30 PM
JKP 110

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COURSE DESCRIPTION

In 2020, organizations of all kinds experienced years of change in just weeks and months. Businesses and non-profits continue to face unprecedented challenges in terms of size, scale and speed. Across virtually every industry, managers are confronted with new conditions of brought on by COVID-19, social unrest, technology changes, intense global competition, changing legislative landscapes, growing demands on people in organizations, and frankly, exhaustion. As traditional sources of competitive advantage are being eroded, organizational effectiveness is becoming an increasingly crucial factor in the success or failure of organizations. This is especially true as the relationship between employer and employee are changing - some would say "faster than ever" and others "not fast enough".

How do you operate in, lead and/or design a high-performance organization? Research and practical experience have demonstrated that organizations are most effective when it (a) develops a strategy that fits the demands of the external environment and (b) adopts an organization design that enables it to effectively implement that strategy. Organization design refers to the arrangement of the organization's formal and informal structure as well as its processes, staffing, rewards, and culture. Both strategy and organization design are essential: a great organization without a strategy doesn't know where it's going; but an organization with a great strategy and a poor organization design cannot get there.

This course aims to prepare you to contribute to, or lead, in the design of high-performance organizations - either as an internal participant in the operation or as an external consultant to the organization.

COURSE OBJECTIVES

The overall learning objective is to prepare you to have insightful conversations about evaluating, selecting, and implementing among design options based on the circumstances and environment of a given organization.

By the end of this course, successful participants will be able to:

- Use theories, frameworks and examples to diagnose organizational design problems;
- Assess whether an organization's design will support its business strategy, its key tasks, and the demands of the external environment;
- Distinguish among emerging, timeless and fading challenges and trends in org design;
- Develop compelling arguments for organization redesign proposals;
- Align strategy, structure, rewards, people, systems, and culture for peak performance;

The most valuable learning in this course will occur when you develop an understanding of conceptual material and then apply concepts effectively to real situations. While we will discuss numerous conceptual frameworks and theories, we will focus on developing real-world applications, analysis and corrective action. To help you achieve maximum value from this class, the course combines theory and application. There are two resources for the theory component – a text, *Organizational Theory and Design*, by Richard L. Daft (13th edition); and course readings, mostly available online or through USC’s electronic library reserves system (ARES). The text will provide wide breadth concerning conceptual frameworks used in organizational theory, design and change, while the selected articles will offer depth and contemporary analyses of topics. Cases, current event, and guest speakers will provide an opportunity for us to apply the theory. Classes will include case analysis, article analysis, discussion of material from text and current events, and speaker presentations. The heart of the learning process is our class discussions and your case analysis efforts. Moreover, the amount of learning you accomplish will be a direct function of your personal involvement in these activities.

We will endeavor to create a supportive environment for our discussions, and we expect students to contribute to that goal. Our aim is to make the class a learning community where we can all learn from and with each other. This requires active participation and respect for each other’s contributions.

COURSE MATERIALS

- Organizational Theory and Design, by Richard L. Daft (13th edition);
- Course Reader, available at the Bookstore (See Appendix A for content);
- Marshall Electronic Library; Blackboard;
- Access to the current business press;

If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or HelpDesk@marshall.usc.edu.

GRADING

The components of the final course grade will be weighted as follows

Element	Percentage
Participation	15%
Midterm Examination	15%
Team Case Analysis #1	10%
Team Case Analysis #2	20%
Team Case Analysis #3	20%
Final Examination	20%
Total	100%

CLASS PARTICIPATION

Because this class is built on in-class discussion and analysis, class attendance and active participation are essential to your learning. Pre-class preparation is crucial. You should complete all assignments in advance and be prepared to describe the central ideas and offer your critical analysis of readings and cases (See Appendix B). You are expected to prepare for speaker visits by doing research on them and their organizations. This preparation will help you ask meaningful questions and gain maximum benefit from the opportunity these visits afford. In addition, you are expected to read the business press, find articles and videos pertaining to the topics covered in the course.

To encourage you to participate actively in class, we will cold call, and we will grade class participation. Class participation will provide a material portion of your grade. Our logic for grading class participation is quite simple: Grading of class participation motivates class participation and having highly interactive class sessions helps the learning process. Active class participation encourages students to be well prepared and thus to become active, rather than passive, learners. Participation provides students with the opportunity to gain from the experiences and talents of everyone in the class. And class participation helps students improve their oral communication skills. This is important because research shows that people in business tend to spend very little time reading and even less time writing reports. A great deal of managers' and other professionals' interactions with others are through oral communication.

Class participation evaluations will be based primarily on the quality of the contributions to our classroom discussions. To help you understand what we are looking for regarding class participation, we have listed below some questions we will try to answer in evaluating class participation:

1. Does the class member make points that are especially pertinent to the discussion? Do they increase the understanding of the class or are they simply a regurgitation of the problem or case facts?
2. Is there continuity in one's contribution from what has been said previously during class, or are the comments disjointed, isolated, or tangential? The best class contributions are those that reflect not only excellent preparation, but also good listening, interpretive and integrative skills.
3. Do the comments reflect a willingness to put forth new, challenging ideas or are they always agreeable and "safe"?
4. Is the participant able and willing to interact with others by asking questions, providing supportive comments or challenging constructively what has been said?

We will evaluate participation on a scale, the end points of which can be described as follows:

- **Outstanding Contributor:** This person's contributions reflect exceptional preparation, and the ideas offered are always substantive and provide major insights and direction for the class. If this person were not a member of the class, the quality of the discussions would be diminished significantly.
- **Unsatisfactory Contributor:** This person may be absent from class or rarely participates in class discussion. Alternatively, this person's contribution in class reflects inadequate preparation and/or understanding. Ideas offered are not substantive and provide few, if any, insights and rarely or never a constructive direction for the class. Integrative comments and effective arguments are absent. Class comments are either obvious, isolated from the main discussion, or confusing to the class.

If an emergency has prevented you from thorough preparation in a particular class, please let us know in advance to spare us both the embarrassment of cold calling on you.

HOMEWORK

There is a mix of individual and team homework assignments. Often the weekly homework will consist of reading from the assigned course materials including chapters from the textbook, articles from the course reader, and business cases also found in the course reader. When guest lecturers are scheduled to come to class, it is expected that you will conduct research on the speaker and their organization.

TEAM PROJECT

Students will be placed into teams of 5-6 students in the early class sessions. These teams will be responsible for three case submissions, two of which are video recorded presentations. We will post preliminary assignments early in the semester.

Each team will do two presentations of cases during the semester. The team records a video presentation of the case analysis to be submitted, along with supporting documentation. The 12- to 15-minute presentation video can use slides (PowerPoint, Google Slides, Canva, other) and/or whatever visual aids you find useful. Supporting documentation includes your “talking document” – Slides, Notes, document, and appendices. The case submissions will be due on Tuesday at 6:00 PM (prior to class). Be sure to write the course number (MOR 555), your group number, and the name of the case in the subject line of the email.

These presentations and the discipline you will learn by doing them are one of the things about this course that students find most valuable. Your career in management depends crucially on the skills these presentations rely on – your ability to reason your way through the maze of considerations to get to the heart of the matter, your ability to communicate complex arguments effectively, and your ability to lay out the logic of a recommendation.

EXAMS

The midterm and final examinations will consist of multiple types of questions (i.e., may include short answer, essay, analysis of a case or article etc.). The exams are conducted outside of class – online through Blackboard. You will have a number of days to find a block of time to complete the exams. There is no other work assigned the week of an exam. A student must complete the exams in the timeframe provided or receive no credit for that exam.

THE IMPORTANCE OF COURSE EVALUATIONS

Students will have the opportunity to provide in-the-moment as well as semester-end course evaluations. I take those evaluations, collectively and individually, critical. I use those scores and comments to continuously improve the course and make adjustments.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

In general, MOR555 class sessions will be conducted in-person with Zoom as a backup. Zoom sessions will be recorded and uploaded to Blackboard for student reference.

USE OF RECORDINGS

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to

the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

COURSE OUTLINE AND ASSIGNMENTS

	Topics	Readings and Homework	Deliverables
Week 1 Jan. 8	High Performing Teams Overview	<ul style="list-style-type: none"> • Course Syllabus • Tartell: Understand Teams by Using the GRPI Model • Schwartz & McCarthy: Manage Your Energy, Not Your Time 	
Week 2 Jan. 15	Organization Design and Alignment MLK HOLIDAY - NO CLASS SESSION	<ul style="list-style-type: none"> • Daft 1: Organizations and Organization Theory • Bernstein, Raffaelli, Margolis: Leader-as-Architect: Alignment 	Deliverable: MOR555 Student Survey
Week 3 Jan. 22	Organizational Structures	<ul style="list-style-type: none"> • Daft 2: Strategy, Organization Design, and Effectiveness • Daft 3: Fundamentals of Organization Structure • Strategy+Business: 10 Principles of Organization Design 	Case Discussion: Organization and Strategy at Millennium (A)
Week 4 Jan 29	Strategy Effectiveness	<ul style="list-style-type: none"> • Collins: Turning the Flywheel 	Team Assignment: Flywheel Review
Week 5 Feb. 5	External Environment	<ul style="list-style-type: none"> • Daft 4: The External Environment 	Team Case Submission: Corporate Solutions at Jones Lang La Salle
Week 6 Feb. 12	Psychological Safety	<ul style="list-style-type: none"> • Duhigg: What Google Learned From Its Quest to Build the Perfect Team • Edmondson: Teamwork on the Fly • Besieux, Edmondson, de Vries: How to Overcome Your Fear of Speaking Up in Meetings 	Case Discussion: Riot Games
Week 7 Feb. 19	Interorganizational Relationships PRESIDENTS DAY HOLIDAY - NO CLASS SESSION	<ul style="list-style-type: none"> • Daft 5: Interorganizational Relationships • Repenning, Kieffer, Repenning: A New Approach to Designing Work. 	
Week 8 Feb. 26	Organization Lifecycle	<ul style="list-style-type: none"> • Daft 10: Organization Size, Life Cycle, and Decline • Cross, Rebele, Grant: Collaborative Overload 	Team Case Submission: Boeing 737 MAX: Company Culture and Product Failure

Week 9 March 4	Mid-Term Exam	<ul style="list-style-type: none"> No assigned readings for class this week 	Mid-Term Exam
Week 10 March 11	SPRING RECESS		
Week 11 March 16	Rewards & Incentives	<ul style="list-style-type: none"> Pink: Drive: The Surprising Truth About What Motivates Us (video) Kerr, On the Folly of Rewarding A While Hoping for B Pfeffer: Six Dangerous Myths About Pay 	Case Discussion: Arck Systems
Week 12 March 25	Performance Management	<ul style="list-style-type: none"> Buckingham, Goodall, Reinventing Performance Management. Daft 8: Designs for Manufacturing and Service Technologies Datta, Bhagyalakshmi: Four-day Work Week 	
Week 13 April 1	Leadership and Purpose	<ul style="list-style-type: none"> Daft 7: Designs for Social Impact: Dual-Purpose Organizations, Corporate Sustainability, and Ethics Edmondson, Chamorro-Premuzic: 3 Ways to Reenergize Your Team When Morale is Low 	Case Discussion: Blurring the Lines Between Business and Government: Salesforce and CEO Activism
Week 14 April 8	Change & Decision Making	<ul style="list-style-type: none"> Perlman and Halton: How Coty Reinvigorated its Supply Chain Kotter, Accelerate HBR Rogers and Blenko: Who Has the D? 	Case Discussion: Crisis At Away (A)
Week 14 April 15	Culture & Values	<ul style="list-style-type: none"> Warrick: What Leaders Need to Know About Organizational Culture Tribal Leadership - Chapters 1& 2 	Jazz of Leadership
Week 15 April 22	Wrap Up		Team Case Submission: The 2010 Chilean Mining Rescue (A) and (B).

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)" (<https://www.marshall.usc.edu/open-expression-statement>).

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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 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) 740-0411

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

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

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) 442-2850 or otfp@med.usc.edu

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

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How **GSBA 5##** Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	GSBA 5## Objectives that support this goal	Assessment Method*
<p><i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</p>		
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.	✓	Exam, Case Analysis
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	✓	Exam, Case Analysis
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	✓	Exam, Case Analysis
<p><i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.</p>		
2.1 Gain knowledge of the key functions of business enterprises.	✓	Exam, Case Analysis
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	✓	Exam, Case Analysis
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	✓	Exam, Case Analysis
<p><i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</p>		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	✓	Exam, Case Analysis
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	✓	Exam, Case Analysis
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	✓	Exam, Case Analysis

Appendix II. COURSE READER TABLE OF CONTENTS

Textbook Course Readings

- Daft, Richard. Organizational Theory & Design. 13th Edition
- Logan, Dave. Tribal Leadership – Chapters 1-2 (audio book available [here](#))
- Collins, Jim. Turning the Flywheel. 2019

Cases

- Organization and Strategy at Millennium (A) (710-415)
- Corporate Solutions at Jones Lang LaSalle (2001) (409-111)
- Riot Games: Can Culture Survive Growth? (9-416-016)
- Boeing 737 MAX: Company Culture and Product Failure (W82C83-PDF-ENG)
- Arck Systems (911-056)
- Blurring the Lines Between Business and Government: Salesforce and CEO Activism (W77C58)
- Crisis At Away (A) (UV8596-PDF-ENG)
- The 2010 Chilean Mining Rescue (A) and (B) (9-612-046) and (9-612-047)

Readings

Many of the readings below can be found in USC Libraries (<https://libraries.usc.edu/> or other available resources (e.g., EBSCO, ProQuest Multiple, or simply online).

- Tartell, Understand Teams by Using the GRPI Model. Training Magazine, January/February 2016 (<https://trainingmag.com/trgmag-article/understand-teams-using-grpi-model/>)
- Schwartz, McCarthy, Manage Your Energy, Not Your Time. HBR (R0710B-PDF-ENG)
- Bernstein, Raffaelli, Margolis: Leader-as-Architect: Alignment. HBR (415039-PDF-ENG)
- Strategy+Business: 10 Principles of Organization Design (<https://www.strategy-business.com/article/00318>)
- Duhigg, What Google Learned From Its Quest to Build the Perfect Team (http://www.nytimes.com/2016/02/28/magazine/what-googlearned-from-its-quest-to-build-the-perfect-team.html?_r=0)
- Edmondson, Teamwork on the Fly. HBR April 2012. R1204D
- Besieux, Edmondson, de Vries: How to Overcome Your Fear of Speaking Up in Meetings. HBR (H06FB7-PDF-ENG)
- Repenning, Kieffer, Repenning. A New Approach to Designing Work. MIT Sloan Management Review. Winter 2018. #59234
- Cross, Rebele, Grant: Collaborative Overload. HBR. (R1601E-PDF-ENG)
- Kerr, On the Folly of Rewarding A While Hoping for B (The Academy of Management Executive; Feb 1995; ABI/INFORM Global or <https://www.ou.edu/russell/UGcomp/Kerr.pdf>)
- Pfeffer: Six Dangerous Myths About Pay. HBR. (6773-PDF-ENG)
- Buckingham and Goodall. Reinventing Performance Management. HBR. April 2015. (R1504B)
- Datta, Bhagyalakshmi: Four-day Work Week, A Productivity Booster? Amity Research. (422-0093-1)
- Kotter. Accelerate. HBR, Nov. 2012. (R1211B-PDF-ENG)
- Perlman and Halton, How Coty Reinvigorated its Supply Chain (<https://hbr.org/2016/05/how-coty-reinvigorated-its-supply-chain>) (H02W0R-PDF-ENG)
- Rogers and Blenko, Who Has The D? How Clear Decision Roles Enhance Organizational Performance (R0601D-PDF-ENG)

- Warrick. What Leaders Need to Know About Org. Culture. HBR 2017. (BH816-PDF-ENG)

Audio / Video

- Tribal Leadership audio book available at <https://culturesync.net/tools/audio-book/>
- Jim Collins: A Rare Interview with a Reclusive Polymath | The Tim Ferriss Show on [YouTube](#)
- Founder's Mentality and the Paths to Sustainable Growth ([YouTube](#))
- Simon Sinek on How to Get People to Follow You - Inside Quest Show Legendado ([YouTube](#))
- Human Capital Introduction Webinar: Leading the Social Enterprise ([YouTube](#))
- Adaptive Spaces by Michael Arena ([YouTube](#))
- RSA ANIMATE: Drive: The Surprising Truth About What Motivates Us ([YouTube](#))
- Inno-Versity Presents: "Greatness" by David Marquet ([YouTube](#))
- Hidden Brain: BS Jobs: How Meaningless Work Wears Us Down ([Podcast](#))

Appendix III. CASE QUESTIONS

Organization and Strategy at Millennium (A)

1. How would you characterize Millennium's strategy from the beginning until 2005? What do you think about it?
2. Given that Millennium is now pursuing a strategy of a vertically-integrated biopharmaceutical company, and you have just been put in charge, what are the critical factors or imperatives for the success of this strategy? (For example, how important is coordination between upstream and downstream activities?)
3. As CEO, and given these strategic imperatives, what organizational changes would you make to execute the strategy? Please be concrete and identify your top 3 priorities.

Corporate Solutions at Jones Lang LaSalle (2001)

1. Why did JLL reorganize in late 2000?
2. What was the rationale for creating the Corporate Solutions Group?
3. If you were Peter Barge, how would you go about convincing Bank of America that you were serious about account management?
4. Should the account management function be a cost center or profit center?
5. Should Peter Barge recruit an internal or external candidate to be Bank of America's account manager?
6. Propose a clear action plan on next steps Peter Barge should take to win the ongoing Bank of America business.

Riot Games

1. Describe Riot's strategy. What is its source of competitive advantage? How do the organizational design, the corporate culture, and the human resources practices of Riot support the firm's value proposition? What are the strengths and weaknesses of the company's organizational design?
2. How would you describe the culture of Riot? How important is culture to Riot? Is it scalable and sustainable? What are the tradeoffs associated with Riot's culture and with the specific practices used to develop their culture?
3. What are the elements of Riot's talent management system that make it effective? What is the role of organizational culture and structure in managing human capital at Riot?
4. What are the challenges faced by the company?
5. What should Brandon Beck and Marc Merrill do to ensure Riot could grow in a sustainable way? What steps should management take to further strengthen Riot's culture and develop its people practices to carry out its ambitious growth plans? Please devise an action plan. Please be specific.

Boeing 737 MAX: Company Culture and Product Failure

1. What were the most significant causes of these two Boeing 737 MAX crashes?
2. What were the forces and factors that contributed to the decisions Boeing leadership made that contributed to creating this crisis?
3. How and why did the organizational culture evolve at Boeing over time? How did the culture contribute to the crisis?
4. What could Boeing's leaders (including CEO Dennis Muilenburg, his management team, and the board of directors) have done to prevent this crisis?
5. What should Boeing leaders do now?

Arck Systems

1. Plot the pay-to-performance relationship of Arck and Lux Software's compensation plans. What are key drivers of differences in pay-to-performance relationship between two plans?
2. A number of elements in the two companies' compensations plans are different. Which of these differences should most concern Bryan Mynor? Explain.
3. Why do you think the two companies' compensations plans are so different?
4. Should Mynor propose scaling back Lux Software's commission accelerators? Are there other changes to Lux Software's compensation plan that he should consider?

Blurring the Lines Between Business and Government: Salesforce and CEO Activism

1. Why was this the right issue for Benioff to advocate? Was it his place to do so?
2. Did Salesforce do enough or should it have pushed for more change? Did the company stop too soon? Did it give up? Is the level of change Salesforce achieved appropriate for the Indiana context?
3. Are activist CEOs appropriate leaders for all corporations or more appropriate for some versus others? Are some issues better suited to CEO activism than others?
4. Should businesses have the power to change political decisions? If government ceded power to businesses, how would that affect society?
5. What types of investments and influence in the public commons (media outlets, hospitals, schools) are appropriate for CEOs?

Crisis at Away (A)

1. How would you describe Away's strategy and business model?
2. Do you think Steph Korey has been effective in setting the strategic direction of the company? What is your assessment of her overall leadership of Away?
3. Who are the most important stakeholders to communicate with in the immediate aftermath of this crisis?
4. Do you think Korey should step down as CEO? Why or why not? If so, who should be appointed as the next CEO? Should Korey have a different role at the company moving forward?

The 2010 Chilean Mining Rescue (A) and (B).

For the (A) case:

1. What allowed the miners to survive, physically and psychologically, until they were found?
2. How would you characterize the challenge faced by the engineers and geologists in the first 17 days? What problem(s) did they have to solve?
3. How would you characterize the challenge faced by President Piñera? By Minister of Mining Golborne? What problem(s) did each man have to solve? With this in mind, what is your assessment of their decisions and actions?
4. What factors allowed rescue teams to successfully locate and make contact with the miners?
5. What, if any, parallels do you see to the challenges your organization faces? What general leadership lessons can we identify from the Chilean rescue experience?

For the (B) case:

1. What is your assessment of the miners' efforts after they were located and before they were rescued? What factors contributed to this?
2. What is your assessment of the efforts of the engineers and geologists in the (B) case? What problem(s) did they have to solve?
3. What explains the onsite rescue effort's success?
4. What, if any, parallels do you see to the challenges your organizations faces? What general leadership lessons can we identify from the Chilean rescue experience?