

**DESIGNING HIGH-PERFORMANCE ORGANIZATIONS**  
**Spring 2025**  
**Mondays 6:30-9:30 PM**  
**JKP 102**

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<b>COURSE DESCRIPTION</b>
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We thought that 2020 was a unique convergence of events that disrupted organizations of all kinds making them experience 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 brought on by new (and often conflicting) demands from key stakeholders, advances in artificial intelligence, continued social unrest, changes in political strategies, and intense global competition. 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 relationships 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, and lead, in the design of high-performance organizations – either as an internal participant in the operation or as an external consultant to the organization. Once the organization or team is designed, how to assemble it and lead it to success.

<b>COURSE OBJECTIVES</b>
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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);
- Brightspace;
- Marshall Electronic Library;
- Access to the current business press;

Technology requirements are different for each course. Marshall has site licenses for a variety of software that students can access free of charge. A list of available software is located [here](#). You are responsible for ensuring that you have the necessary computer equipment and reliable internet access. You are invited to explore what lab or loaner options exist. Contact the Marshall HelpDesk (213-740-3000 or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu)) if you need assistance.

*If you have any questions or need assistance with the Brightspace Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu). Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.*

#### **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 guest 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. 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.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *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?

During class sessions, I frequently assume the role of a 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*.

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or absence.

To underscore the importance of participation, 15 percent of the course grade is class participation.

If an emergency or other situation has prevented you from thorough preparation in a particular class, please let us know in advance to avoid cold calling on you.

Class Participation – Behavioral Anchor Rating Scale:

### Excellent Performance

- Initiates information relative to topics discussed
- 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" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

### Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

### 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 Monday at 6:00 PM (prior to class). You will submit the assignment via Brightspace. If you want to send an email as a backup, 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 Brightspace. 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 Brightspace learning management system ([Brightspace.usc.edu](https://brightspace.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 Brightspace for student reference.

### USE OF RECORDINGS

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, pages 13 and 27), 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, recordings, exams, or other intellectual property 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. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

## COURSE OUTLINE AND ASSIGNMENTS

Date	Topics	Readings and Homework	Deliverables
Week 1 Aug. 25	High Performing Teams Overview	<ul style="list-style-type: none"> <li>Course Syllabus</li> <li>Schwartz &amp; McCarthy: Manage Your Energy, Not Your Time</li> </ul>	
Week 2 Sept. 1	<b>Labor Day - NO CLASS SESSION</b>	<ul style="list-style-type: none"> <li>Tartell: Understand Teams by Using the GRPI Model</li> <li>Bernstein, Raffaelli, Margolis: Leader-as-Architect: Alignment</li> </ul>	
Week 3 Sept. 8	Organization Design and Alignment	<ul style="list-style-type: none"> <li>Daft 1: Organizations and Organization Theory</li> <li>Strategy+Business: 10 Principles of Organization Design</li> </ul>	<b>Deliverable: MOR555 Student Survey</b>
Week 4 Sept. 15	Organizational Structures	<ul style="list-style-type: none"> <li>Daft 2: Strategy, Organization Design, and Effectiveness</li> <li>Daft 3: Fundamentals of Organization Structure</li> </ul>	Case Discussion: Organization and Strategy at Millennium (A)
Week 5 Sept. 22	Strategy Effectiveness	<ul style="list-style-type: none"> <li>Collins: Turning the Flywheel</li> </ul>	Team Assignment: Flywheel Review
Week 6 Sept. 29	Psychological Safety	<ul style="list-style-type: none"> <li>Duhigg: What Google Learned From Its Quest to Build the Perfect Team</li> <li>Edmondson: Teamwork on the Fly</li> <li>Besieux, Edmondson, de Vries: How to Overcome Your Fear of Speaking Up in Meetings</li> </ul>	<b>Team Case Submission: Corporate Solutions at Jones Lang La Salle</b>
Week 7 Oct. 6	Organization Lifecycle	<ul style="list-style-type: none"> <li>Daft 10: Organization Size, Life Cycle, and Decline</li> <li>Cross, Rebele, Grant: Collaborative Overload</li> </ul>	Case Discussion: Riot Games
Week 8 Oct. 13	Interorganizational Relationships	<ul style="list-style-type: none"> <li><a href="#">Blue Angels</a> Documentary on Amazon Prime Video</li> <li>Repenning, Kieffer, Repenning: A New Approach to Designing Work.</li> </ul>	
Week 9 Oct. 20	External Environment	<ul style="list-style-type: none"> <li>Daft 4: The External Environment</li> </ul>	<b>Team Case Submission: Boeing 737 MAX: Company Culture and Product Failure</b>
Week 10 Oct. 27	Mid-Term Exam	No assigned readings for class this week	<b>Mid-Term Exam</b>
Week 11 Nov. 3	Rewards & Incentives	<ul style="list-style-type: none"> <li>Pink: Drive: The Surprising Truth About What Motivates Us (<a href="#">video</a>)</li> <li>Kerr, On the Folly of Rewarding A While Hoping for B</li> </ul>	Case Discussion: Arck Systems

		<ul style="list-style-type: none"> <li>• Pfeffer: Six Dangerous Myths About Pay</li> </ul>	
Week 12 Nov. 10	Performance Management	<ul style="list-style-type: none"> <li>• Buckingham, Goodall, Reinventing Performance Management.</li> <li>• Daft 8: Designs for Manufacturing and Service Technologies</li> <li>• Datta, Bhagyalakshmi: Four-day Work Week</li> </ul>	
Week 13 Nov. 17	Leadership and Purpose	<ul style="list-style-type: none"> <li>• <i>Tribal Leadership</i> Chapters 1&amp; 2</li> <li>• Daft 7: Designs for Social Impact: Dual-Purpose Organizations, Corporate Sustainability, and Ethics</li> </ul>	
Week 14 Nov. 24	Change & Decision Making	<ul style="list-style-type: none"> <li>• Perlman and Halton: How Coty Reinvigorated its Supply Chain</li> <li>• Kotter, Accelerate HBR</li> <li>• Rogers and Blenko: Who Has the D?</li> </ul>	Case Discussion: Blurring the Lines Between Business and Government: Salesforce and CEO Activism
Week 15 Dec. 1	Culture & Values	<ul style="list-style-type: none"> <li>• Warrick: What Leaders Need to Know About Organizational Culture</li> <li>• Edmondson, Chamorro-Premuzic: 3 Ways to Reenergize Your Team When Morale is Low</li> </ul>	<b>Team Case Submission: The 2010 Chilean Mining Rescue (A) and (B).</b>

The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at [www.usc.edu/soc](http://www.usc.edu/soc). Select the corresponding semester to view and click on the “Final Examinations Schedule” link on the left side of the screen.

## 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](#)."

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### **Academic Integrity:**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.



## **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 consists 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) 740-2500

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](mailto: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.

**Perspective on AI/ChatGPT use in MOR555:**

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

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

## Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

### How MOR555 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	MOR555 Objectives that support this goal	Assessment Method*
<b>Learning Goal #1: Develop Personal Strengths.</b> <b>Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</b>		
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
<b>Learning Goal #2: Gain Knowledge and Skills.</b> <b>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.</b>		
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
<b>Learning Goal #3: Motivate and Build High Performing Teams.</b> <b>Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</b>		
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. 13<sup>th</sup> 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)
- 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-googlelearned-from-its-quest-to-build-the-perfect-team.html?\\_r=0](http://www.nytimes.com/2016/02/28/magazine/what-googlelearned-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

- Blue Angels documentary ([Amazon Prime Video](#)) (APV [6-month Student Trial](#))
- 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](#))
- 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?

### **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?

### Appendix IV. Sample Peer Evaluation Form

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

Please identify your team and team members for the Team Case(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Team Member 5	Yourself
1. Role Performance						
2. Assists Team Members						
3. Listening and Discussing						
4. Research and Information Sharing						
5. Time Management						
Total						

Contribution details: