

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

DR. KEVIN S. GROVES

OTMT 670.65

ADVANCED PRINCIPLES OF ORGANIZATION AND LEADERSHIP

FALL TRIMESTER 2016

Saturdays, August 27th - November 19th

WESTLAKE VILLAGE GRADUATE CAMPUS

SYLLABUS

ADVANCED PRINCIPLES OF ORGANIZATION AND LEADERSHIP OTMT 670.65 – FALL TRIMESTER 2016

Day/Class Time:	Selected Saturdays (8:00am--5:00pm) <ul style="list-style-type: none">• August 27th• September 10th & 17th• October 1st & 22nd• November 19th
Location:	Westlake Village Graduate Campus
Professor:	Dr. Kevin S. Groves
Telephone:	Office: 310-568-5729
E-mail:	kevin.groves@pepperdine.edu
E-Room:	See Courses OTMT 670.65
Office Hours:	By phone and by appointment

COURSE DESCRIPTION:

This course examines the interactions among human resources, technologies, organization design, external forces, and management practices from a macro-organization perspective. Our study concentrates on organizations as systems and managerial, technical, structural, and cultural subsystems as they relate to the broader environment. This course provides an introduction to the variety of theories and diverse models of organization design and management, including mechanistic/bureaucratic, human relations, political, open systems, and contingency perspectives. The basic assumptions and values of each model will be explored, and analytical tools from each will be introduced and practiced. The impact of these models upon organizations, managers, and workers will be examined, with special attention to organizational structure and processes, system and work design, leadership style, and innovation and change.

COURSE OBJECTIVES:

This course focuses on organizational analysis, using established theories and models of organization, to produce a strongly supported diagnosis for the purposes of designing effective organizations and high quality work environments in the global business context. The course also focuses on major paradigms and perspectives for analyzing and understanding the role of leaders in designing effective organizations and high performance work environments. Specifically, this course will help students:

1. Understand the history of organization theory and the diversity of theories and models that can be applied to the design and management of organizations throughout the world;
2. Understand the assumptions underpinning each theory and model, and to recognize their impact upon organizations and the individuals (leaders, managers, and workers) that comprise them;
3. Develop skills in critical observation, description, and analysis of organizations from multiple theoretical perspectives through the application of theories, concepts, and analytical tools to a variety of organizations, both living and case examples;
4. Diagnose organizations for understanding of macro-organizational level problems and leadership challenges;
5. Describe and assist in leading organizational change and transitions in organizations;
6. Improve individual and team skills in written and oral communication of information gleaned

from rigorous organizational analysis; and

7. Personally recognize favored ways of thinking about organizing and leading, and to develop both an appreciation for and the discipline of applying multiple theoretical perspectives to analyze organizational situations, self-reflective and cognitive skills vital to the global leader.

REQUIRED TEXTS AND COURSE MATERIALS FOR OTMT 670.65

Texts

1. Daft, Richard (2016). *Organization Theory and Design (12th Ed.)*. Cengage Learning. ISBN 13: 978-1-285-86634-5.
 - You may download the assigned chapters (1-4 & 11) from this book at ichapters.com or directly from the link below. The e-chapters cost \$11.49 each, and Chapter 1 is free. If you prefer, you may order a hard copy of the book from the publisher, bookstore, or any online retailer.
 - <http://www.cengagebrain.com/shop/search/9781285866345>
2. Kouzes, J. & Posner, B. (2012). *The Leadership Challenge (5th Ed.)*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-470-65172-8

Cases

Case Packet: OTMT 670.65 – Advanced Principles of Organization and Leadership. Students are to purchase the case packet online via a *Harvard Business Online* course that has been created for our course. Students may access the following URL to purchase the cases at the discounted student rate: <http://cb.hbsp.harvard.edu/cbmp/access/50675907>

1. BCPC Internet Strategy Team: An Exercise (HBS #9-604-035)
2. Southwest Airlines 2013 (Thunderbird School of Management #TB0333) & Case Flash Forward (HBS #8531)
3. Keeping Google “Googley” (HBS #9-604-035) & Case Flash Forward (HBS #6063)
4. Whole Foods: Balancing Social Mission and Growth (HBS #9-410-023) & Case Flash Forward (HBS #6071)
5. Zappos.com: Clothing, Customer Service, & Company Culture (HBS #9-610-015)

Articles, Chapters, & Handouts

Articles and book chapters from the Pepperdine University Library databases are available via the library’s databases (*Business Source Premier*), as indicated on the Course Schedule (see p. 11). Handouts and supplementary course materials from the professor will be posted to our Courses site (OTMT 670.65), which is accessible by logging into *Wavenet* at wavenet.pepperdine.edu.

GRADING AND COURSE REQUIREMENTS:

Graded activities and their component value are as follows:	<u>Percent of Course Grade</u>
1. <i>Class Participation</i> : Preparation and presence in live class sessions and online discussions; Kouzes & Posner discussion facilitation exercise.	15%

2. <i>Team Participation: Teammate Evaluations</i>	10%
3. <i>Team Project: Organizational Analysis Paper</i>	30%
a) Multiple Perspectives Analysis (50%)	
b) Contingency Analysis & Change Plan (30%)	
c) Writing Style/Format/Presentation (20%)	
4. <i>Midterm Exam</i>	25%
5. <i>Selected Individual Project</i>	20%
<u>Total</u>	<u>100%</u>

Grades will follow the percentages outlined below, for individual projects as well as the class overall.

<u>Percentage</u>	<u>Grade</u>
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-

- ✓ Your overall course grade will be based on a weighted average of your scores
- ✓ For Teammate Evaluation standards see the *Teammate Evaluation* form posted in the “Performance Standards” folder in Courses.
- ✓ Assignments are to be completed individually, unless otherwise indicated, and should be completed in a timely fashion. Late assignments will not be accepted.
- ✓ As a guideline to the workload, you should expect that the study and preparation time required for satisfactory graduate-level performance in the course will be 12 hours for each four hours in the classroom. A superior grade will normally require a substantial investment of time and mental energy.
- ✓ Unless otherwise indicated, all written work should meet the following format requirements, which will influence your evaluation on all written assignments:
 1. Edit carefully for spelling, grammar, and punctuation;
 2. Type, double-space, and number all pages;
 3. Set 1” margins in which I can provide written feedback;
 4. Use 12-point font;
 5. Do not exceed page limitations noted for each assignment; and,
 6. Prepare papers in crisp business style, but retain academic attributes that convey your knowledge (i.e., clear and specific application of course concepts, principles, and models, citation of all appropriate references, third-person descriptive style).

EACH OF THE GRADING COMPONENTS IS DESCRIBED BELOW:

1. Class Participation, including Preparation and Presence

Active participation in class activities and consistent contributions to class discussions are expected. Satisfactory class participation requires preparation for, on-time arrival to, and presence in all classes.

Therefore, students are required to:

- Attend all classes, and be present cognitively and emotionally, as well as physically, during each class session;
- Complete all reading and field, preparation, and written assignments by the due dates detailed in the Schedule of Classes;
- Complete team assignments as a team such that all team members contribute roughly equally to the assignment and all are equally prepared to represent their teams; and,
- Keep up-to-date with your written assignments.

One of the most important learning activities of this course is the extent to which you engage in active class participation. Your active participation has a significant influence on your overall grade, as well as the learning experience of your fellow class members. Your class participation grade will be based on my evaluation of the quality, depth, and creativity of your in-class contributions, as well as the quality and constructive nature of the feedback that you provide to your fellow students regarding their contributions to class discussion. Please see the *Performance Standards* in Courses for more detail regarding class participation expectations.

Kouzes & Posner Discussion Facilitation

An important part of your class participation grade will be your ability to lead a discussion amongst your peers of selected chapters from the Kouzes and Posner text. At the first class session, you will be paired with another student and assigned specific chapters for which you lead the class in a 30-minute discussion session. You and your partners will work together to organize your session and integrate your work experiences into the session. More details on this assignment will be shared in Session 1.

2. Team Participation

Teammate performance will be assessed via a confidential survey at the midpoint (**Session 8, October 1st**) and endpoint (**Session 13, November 19th**) of the course. All team members will complete a self-assessment of their contribution to the team, as well as provide ratings on each team member's performance. The aggregate results will be shared with each team member during the midpoint of the course to allow each team to discuss their performance and process as a team thus far in the course. The midpoint teammate evaluation is formative and not used in the final grade for Team Participation. The final teammate evaluation conducted at the end of the term is used to calculate the final grade for Team Participation.

3. Team Project: Organizational Analysis

The final project is completed by a team of students who have intensely diagnosed an organization. The team may choose an organization of any nature (e.g., for-profit or non-profit, public or private, governmental) to which they are assured reasonably good access. The level of analysis for your *Organizational Analysis* is the organization, division, work unit, or team of your choosing. This assignment requires your team to collect diagnostic data from manager(s) and employee(s) at the organization. You will use the diagnostic framework from this course (*Multiple Perspectives Analysis*) to design and conduct in-depth interviews and/or other data collection methods that elicit the necessary data for you to complete a comprehensive organizational analysis. As such, this assignment requires your team

to conduct interview(s) with a representative group of manager(s) and employee(s) of the organization. Organizations you may consider for this assignment may include your current or most recent employer, internship organization, family business, organizations for which Pepperdine Alumni/na are currently working, or an organization that your team would like to learn more about given career interests after business school. The assignment requires you to interview at least one manager with strategic decision-making responsibilities for a unit, division, department, or work team, or one who executes such duties within the organization. Ideally, your team's manager interviewee(s) should be executive-level managers in the organization, have been in such a leadership role for at least one year, and have P & L responsibility (or budgetary responsibility for non-profit organizations). A sample interview protocol and guidelines for conducting the interview are provided in Courses and will be discussed in class.

To get a good start on the project, your team should submit a one-page proposal no later than **Session 7 (October 1st)** (via email to the professor) describing the organization for which you intend to study, any member's experience with the organization, the tasks you intend to accomplish, and a timeline of activities. The final written report, which should be no longer than 20 pages (excluding exhibits, appendices, and references), is due **December 3rd**. Your team will deliver a 30-minute oral presentation during our final session, **Session 13 (November 19th)**. Your *Organizational Analysis* is comprised of three primary parts: Multiple Perspectives Analysis (MPA), Contingency Analysis, and Organizational Change plan. A suggested outline for your paper is presented below:

Suggested Outline

I. Introduction (1-2 pp.)

- Preview the purpose of your analysis and paper
- Describe the organization's mission, vision, goals, and any other useful background to establish the context of the organization
- Briefly introduce the organization or work unit, identify its primary stakeholders, and describe the employees involved in the data collection process (interviewees, survey respondents, etc.)

II. Diagnosis – *Multiple Perspective Analysis* (7-10 pp.)

- Describe the organization according to the diagnostic perspectives that assess *alignment* between the business environment and the design components of the organization (organizational sub-systems). Utilize the diagnostic model presented in class to collect the necessary diagnostic information for your analysis:
 - *Multiple Perspectives Analysis (MPA)*: This is a detailed, objective analysis of your organization using the concepts, principles, and analytical tools from the following diagnostic perspectives:
 1. Open systems
 2. Mechanistic/bureaucratic
 3. Human relations
 4. Management style

As you describe your organization from each of these diagnostic perspectives, you will:

- ◆ Apply a broad range of concepts, principles, and analytical tools appropriately and accurately;
- ◆ Explicitly state the concepts and principles you are employing;
- ◆ Use examples and interview excerpts from your organization to illustrate your points;
- ◆ Accompany all charts and figures with a clear explanation of their content;
- ◆ Maintain a descriptive tone (not evaluative or judgmental);
- ◆ Be attentive to style (i.e., language, flow, form) of your argument; and,
- ◆ Comply with all format requirements noted on page 3 (except with charts and figures).

Your team's final grade for this part of the project will be based on my evaluation of your *Multiple*

Perspectives Analysis as determined by:

- ◆ Breadth of concepts, principles, and analytical tools that you apply appropriately and accurately;
- ◆ Depth of your insight into your organization from each theoretical perspective;
- ◆ Style (i.e., language, flow, form) of your argument.

The thoroughness and accuracy of your *Multiple Perspectives Analysis* directly impacts your ability to adequately perform a *Contingency Analysis*.

III. Analysis of Alignment – *Contingency Analysis* (3-4 pp.)

- The *Contingency Analysis* will allow you to effectively integrate your *Multiple Perspectives Analysis* findings to (a) determine the degree to which your organization's sub-systems are fit/misfit with its external environment and (b) evaluate your organization's strategic stance.
- Based on your completed *Contingency Analysis* (attached as an appendix to your paper), discuss the following:
 - What is the organization's strategic stance? What should be the organization's strategic stance based on its external environmental uncertainty?
 - What are the organization's strengths and core capabilities based on your analysis findings concerning fit organizational sub-systems?
 - What are the organizational change needs based on your analysis findings concerning misfit organizational sub-systems?

IV. Organizational Change Plan (3-4 pp.)

- Develop a set of recommendations based on your overall findings on how the organization could enhance its strengths and overcome its challenges to improve organizational functioning and enhance fit with the external environment. Be specific about how these changes would help meet the challenges facing the organization and enhance its strengths. Link back to your *Contingency Analysis* by identifying how each recommendation would bring the organization into better alignment to enhance its effectiveness. Ensure that your recommendations explicitly identify organization design elements (e.g., structure [formal/informal], recruitment/selection/placement, training and development, measurement [task accomplishment & performance assessment], rewards, scanning practices, etc.).
- Prepare an implementation plan by briefly outlining a series of action steps that will enable the organization to move from its current situation (your team's diagnosis or *Multiple Perspectives Analysis* findings) toward the desired future state (strategic stance that aligns with external environment). Specify how the design elements would need to be changed to meet the specific challenges facing the organization and/or enhance its strengths. Apply the range of change management best practices that will be discussed in class and in several readings.
- Evaluate and critique your implementation plan. Is your plan consistent with the organizational analysis? Is it realistic, given the qualities and influence of the organization's leaders and members? Will the plan be met with resistance given the organization's culture? Does the plan attempt to accomplish too much too soon?

V. Required Attachments

(no font restriction or double spacing requirement)

1. Formal Organization Chart
2. Motivation Chart
3. Environmental Sectors Analysis Chart
4. Environmental Uncertainty Chart

5. Summary of MPA Findings Chart
6. Contingency Analysis
7. Brief summary of data collection methodology
 - a. What data did you collect? Where and how did you collect data? What were the primary data sources, such as surveys, interviews; secondary sources such reports, articles, etc. What type of interview protocol did you use?

Evaluation

Thirty percent of your final grade will be based on an evaluation of your *Organizational Analysis* (50 points for your MPA, 30 points for your Contingency Analysis and Organizational Change Plan, and 20 points for your Writing Style/Paper Format/Presentation), as determined by:

- Breadth of concepts, principles, and analytical tools that you apply accurately;
- Depth of insight into your organization from each diagnostic perspective;
- Accuracy of *Multiple Perspectives Analysis* conclusions based on interview data and conclusions presented;
- Accuracy of *Contingency Analysis* conclusions based on the *Multiple Perspectives Analysis* results;
- Style (i.e., language, flow, form) of your argument.

4. Midterm Exam

Session 9 (**October 15th – 16th**) will include a midterm examination, which will cover the Sessions 1-8 course material. This case-based exam will require you to read a full-length case and address a set of short-answer questions. The case will be released to you via email two weeks prior to the exam. The exam will require you to apply the MPA model and supporting principles and tools, including the open systems, mechanistic/bureaucratic, and human relations perspectives. The exam will also require you to assess the company's strategic stance and areas of fit and misfit relative to the external business environment. The exam will be delivered via the 'Tests/Quizzes' function in Courses. A live exam review session will be conducted during Session 8.

The exam will consist of four short answer questions that require application of course content to the case. The following are the exam guidelines:

- **Length**: Two hours. Over the course of the exam period (October 15-16), you may select any two-hour period to complete the exam.
- **Materials**: You may utilize the case, MPA materials, and any course content during the exam. This is an open-case, open-note, and open-book exam.
- **Submission**: You will access the exam via the Courses "Tests/Quizzes" tab.

5. Selected Individual Assignment

You may select **one** of the following assignments for deeper learning of organization design and leadership principles:

1. Book Forum

This assignment is an 8-10 page (double-spaced) summary and critique of an influential text in the field of organization design, management, and leadership. The summary will be evaluated by the following criteria: (a) clarity and coherence; how well it captures the essence of the book and how logically and clearly the book's contents are presented and (b) critical reflection; how thoroughly and thoughtfully you critique the book's ideas and integrate them with the knowledge gained in this course. Your summary should also include the three most

important ideas that you take away from the book (what should your peers know about this book without having read it), the practical implications of each idea, and the most important questions that you would pose to your peers based on your summary and critique. Suggested books for this assignment are posted in Courses and will be discussed during the first class session.

2. Case or Research Paper

During the term, you are to individually prepare a research paper or a student generated case. The document should be 8-10 typed pages. The student generated case describes a situation in your organization that illustrates at least one of the theories or principles discussed in class. The case should include relevant facts, your diagnosis of the situation, and potential solutions with justification and support from course material. This is a good opportunity to get input and further insight on some event or phenomenon occurring in your own organization. For the research paper, you will select a relevant topic that further illuminates issues related to organization design, leadership, and/or change management. Suggested topics include managing mergers and acquisitions, downsizing/restructuring, visionary leadership, team-based organization structures, and organizational culture change. Your final paper should include at least six (6) academic references.

3. Exemplary Leader Paper

This assignment is similar to the book forum. Students will read a biographical or autobiographical text that summarizes the organization and leadership philosophy of an exemplary leader. The assignment includes writing an in-depth analysis of the leader and his/her approach to organizing and leading, and preparing a presentation for the class that (1) sets forth the “system” of this leader, including philosophy, specific methods for organization design and directing people, and the results of this system; (2) teaches the class what we can learn from this person’s approach; and (3) how thoroughly and thoughtfully you critique the leader’s philosophy and system while integrating your analysis with the knowledge gained in this course. The product of your analysis is an 8-10 page double-spaced paper. Suggested leaders for this assignment are posted in Courses and will be discussed during the first class session.

4. Executive Interview & Analysis Paper

This assignment requires you to conduct a semi-structured interview with a chosen executive and write an 8-10 page (double-spaced) paper that summarizes your findings. Your chosen executive should have strategic decision-making responsibilities for a unit, division, department, or work team, or one who executes such duties within the organization. Ideally, your interviewee should be an executive-level manager in the organization, have been in such a leadership role for at least one year, and have P & L responsibility (or budgetary responsibility for non-profit organizations). The interview will seek to understand the executive’s approach to assessing his/her work unit’s performance (team, department, division, organization, etc.) through *alignment* of organization design dimensions (structure, job design, human resource systems, management style, etc.) and the operating environment. The interview will seek to uncover the executive’s priorities concerning organizational diagnosis or assessment through addressing questions such as: What are the critical drivers of his/her work unit’s performance?; How are changes in the operating environment monitored?; and What are the most significant challenges associated with maintaining alignment across organization design elements? Appendix B includes a suggested semi-structured interview protocol for this assignment.

***For each of the Selected Individual Assignments, you will deliver a 15-minute presentation to

the class during **Session 12 (November 19th)** that comprises an executive summary of your paper. The presentation should be organized to generate class discussion, and you are encouraged to use various media (e.g., visual aids, PowerPoint, video, etc.). On the day of your presentation, please send your PP or other presentation file to the professor for posting to Courses.***

COURSE POLICIES

POLICY ON ATTENDANCE:

- Attendance at the first class session is imperative. You will not be allowed to remain enrolled in the course if you miss the first class session.
- Attendance at all class sessions is required. Any absence will seriously impair your analytical ability in one or more of the theoretical perspectives, negatively impacting your personal and team performance. Absence for any reason on the day of a team presentation will require justification from your team members of your *substantial* contribution to the preparation of the presentation and will result in your receiving at least a full grade lower than the team grade on the assignment.
- If you miss two class sessions, you will be dropped from the course.

POLICY ON CONDUCT:

GSBM students are expected to respect personal honor and the rights and property of others at all times. This includes abiding by the GSBM Graduate Programs Honor Code, as well as the Pepperdine University rules on conduct. The Honor Code can be found in full on the FEMBA webpage; the University rules on conduct can be found in the Legal Notices section of the GSBM Catalog. You may review the “University Code of Ethics” in the current [Academic Catalog](#).

POLICY ON DISABILITIES:

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: <http://www.pepperdine.edu/disabilityservices/>.

ABOUT YOUR PROFESSOR:

Dr. Kevin S. Groves is an Associate Professor of Organization Theory and Management at Pepperdine University's Graziadio School of Business and Management; and President of Groves Consulting Group, which helps organizations develop leadership talent through executive assessment, development, and succession planning systems. The consultancy assists businesses, non-profit organizations, and government agencies with designing customized solutions for identifying and developing high potential employees, enhancing leadership bench strength, reducing high potential turnover, and creating viable succession plans. Clients include the Mayo Clinic, Kaiser Permanente, Sutter Health, Cleveland Clinic, Hospital Corporation of America (HCA), St. Jude Medical Center/St. Joseph Health System, HealthStream, Herbalife, Witt/Kieffer, Los Angeles Chamber of Commerce, Frito-Lay, and PepsiCo, among others.

Groves teaches a range courses at the Graziadio School, including leadership competency development, organization design, and organization development and change. He primarily teaches in the Graziadio School's full-time and part-time MBA programs at the Malibu and West Los Angeles campuses. His prior experiences in academia include a stint as an Assistant Professor of Management and Director of the PepsiCo Leadership Center at California State University, Los Angeles, where he managed a \$1.45 million PepsiCo Foundation grant for the purposes of developing the leadership competencies of students, community members, and local business leaders.

An active leadership scholar, Dr. Groves currently conducts research on talent management and succession planning practices in hospitals and health systems. He is widely published in business management and healthcare journals, including the *Health Care Management Review*, *Journal of Health Administration Education*, *Journal of Management*, *Journal of Business Ethics*, *Journal of Leadership and Organization Studies*, *Academy of Management Learning & Education*, *Leadership and Organization Development Journal*, *Human Resource Development Quarterly*, and *Journal of Management Development*. Groves is currently working on a multi-phase project that examines the clinical, financial, and workforce performance outcomes of talent management practices in national healthcare systems. This project will be published in an upcoming book on healthcare talent management and succession planning best practices.

SCHEDULE OF CLASSES

The following schedule identifies all required readings and assignments for each class session.

- “Daft” refers to Daft’s *Organization Theory and Design* text.
- “K&P” refers to Kouzes and Posner’s *The Leadership Challenge* book.
- “Case” refers to cases in the *Harvard Business Online* case packet.
- “LIB” refers to articles available online via the Pepperdine Library (*Business Source Premier*).
- “CS” refers to material posted to our OTMT 670.65 Courses site.

**PLEASE NOTE: YOU HAVE READING AND WRITING ASSIGNMENTS
DUE AT THE FIRST CLASS SESSION**

SESSION 1: August 27th

Introductions, Course Preview, & Team Formation

Reading Assignments:

Syllabus

Daft: Chapter 1 (Organizations & Organization Theory)

Case: BCPC Internet Strategy Team: An Exercise

Individual Preparation:

Please bring hard copies of the following to class:

1. Resume (please include a phone number on your resume)
2. Brief description (1-2 paragraphs) of the organization or organizational unit you will propose to your classmates for the *Organizational Analysis* team project. Briefly describe the nature of its business, ownership, location, products/services, customers, competitors, relative size, and any other relevant aspects. Identify the number of employees in the organization or work unit, and describe the potential manager and staff interviewees for the assignment (titles and roles/responsibilities within the organization). This assignment is intended to provide each team (4-6 members) with several viable options for the Organizational Analysis team project.

Advice about choosing an organization for your *Organizational Analysis* team project:

To select an appropriate organization and managerial/staff interviewees for this assignment, narrow your selection to managers with strategic decision-making responsibilities for a work unit, division, departmental work team, or one who executes such duties within an organization. You may consider your former colleagues at your last job, your internship organization, or your family business. You may also consider interviewing a Graziadio alum who is currently working in an industry that you would like to pursue after business school. Keep in mind that the level of analysis for your *Organizational Analysis* assignment is the organization, division, work unit, or team of your managerial/staff interviewees. As such, your analysis may address the entire organization if your interviewees include the chief executive officer, executive director, or top administrator. For managers at other levels, your analysis will correspond to their specific unit of the organization (e.g., division, department, project team).

SESSION 2: August 27th

Competitive Strategy & Organization Design

Reading Assignments:

K&P: Chapter 1

Daft: Chapter 2 (Strategy, Organization Design, & Effectiveness)

LIB: Porter, M. (1996). What is strategy? *Harvard Business Review*, Vol. 74(6): pp. 61-78.

Kaplan, R. & Norton, D. (1992). The balanced scorecard—measures that drive performance. *Harvard Business Review*, January-February, p. 71-79.

Porter, M. (2008). The five competitive forces that shape strategy. *Harvard Business Review*, Vol. 86(1): 78-93. (Optional)

Case: Southwest Airlines 2013 & Case Update

Individual Preparation:

1. What are the two types of core competencies that drive a firm's competitive advantage? Which firms demonstrate a clear competitive advantage because of (a) major value-creating skills/core capabilities and/or (b) superior assets or resources? Which firms have demonstrated *sustainable* sources of competitive advantage?
2. Which firms compete via a cost leadership strategy? Which firms compete via a differentiation strategy? What are the important trade-offs related to a focus strategy?
3. How would you evaluate the industry of your current employer according to Porter's five forces? Is your current industry 'attractive' or profitable, according to this model?
4. How does Porter's five-force analysis provide insights as to the *likely* success of a given business strategy? Given the competitive dynamics of your current industry (your employer), which of Porter's competitive strategies is likely to be most successful?

Videos/Interviews (Optional):

Please view the following videos during this session:

1. Herb Kelleher, SWA's Founder and Former CEO and Chairman:
 - a. Discusses what makes SWA different and difficult to imitate:
<http://www.youtube.com/watch?v=1zN-5VNc0D4> (23:30—46:00)
 - b. History and development of SWA: <http://www.youtube.com/watch?v=1zN-5VNc0D4> (8:00—23:30)
2. Gary Kelly, SWA CEO, President, and Chairman:
 - a. Discusses the AirTran merger:
http://money.cnn.com/video/news/2010/09/27/n_co_southwest_airtran.cnnmoney/
3. PBS Analysis of SWA/AirTran merger
 - a. <http://www.youtube.com/watch?v=D0d6y1xRqGU>

SESSION 3: September 10th

Assessing the External Environment

Reading Assignments:

- K&P: Chapters 2 & 3
Case: Euro Disney
Daft: Chapter 4 (The External Environment)
CS: Morgan (Chapter 3, Organizations as Organisms)

Individual Preparation:

1. After reviewing the external environmental sectors discussed in the Daft reading, which sectors does your current employer or work unit/division pay attention to most? How does your organization monitor or study these sectors?
2. How would characterize the level or intensity of scanning at your current employer or work unit/division? According to our model of environmental scanning practices, which level (none,

irregular, regular, continuous) characterizes your organization's commitment to scanning the external environment?

3. Which organizations excel at executing continuous scanning practices? How can your organization enhance its scanning practices for those sectors that are unstable and most critical to business performance?

SESSION 4: September 10th

Assessing Job Design & Organization Structure

Reading Assignments:

K&P: Chapter 4 & 5

Daft: Chapter 3 (Organization Structure)

LIB: Anand, N. & Daft, R. (2007). "What is the Right Organization Design?", *Organizational Dynamics*, 36 (4): 329-344.

Jargon, J. (2009). Latest Starbucks Buzzword: 'Lean' Japanese Techniques. *Wall Street Journal Online*, August 4th.

Berfield, S. (2009). Howard Schultz versus Howard Schultz. *BusinessWeek*, August 17.

Frei, F. (2006). Breaking the Trade-off Between Efficiency and Service. *Harvard Business Review*, November: 93-101. (*Optional*)

CS: Morgan (Chapter 2, Organizations as Machines)

Individual Preparation:

McDonald's or Starbucks Field Research: Conduct a 30-minute observation at a local McDonald's or Starbucks restaurant, and document the following.

- Look for specific examples of *scientific management* in practice. How are scientific management principles practiced across various positions at the restaurant? How would you assess the overall job design at the restaurant, according to our *Contingency Analysis* scale of highly mechanistic to highly non-mechanistic? Which jobs or positions are most mechanized versus least mechanized?
- Look for specific examples of *classical/bureaucratic structure* in practice. How are bureaucratic principles practiced at the restaurant? How would you assess the overall organization structure, according to our *Contingency Analysis* scale of highly bureaucratic (functional) to highly non-bureaucratic (network) structures?
- Prepare a one-page report (may be single-spaced) summarizing your observations. In two columns, bullet-point the examples of work practices from the (a) bureaucratic/classical (organization structure) and (b) scientific management (job design) perspectives, and provide illustrative examples from your observations. Submit your report to the "Assignments" tab in Courses.
- Bring a one-page summary of your field research findings to class (hard or soft copy)

SESSION 5: September 17th

Assessing Talent Management Practices

Reading Assignments:

K&P: Chapter 6 & 7

LIB: Herzberg, F. (2003). One More Time: How Do You Motivate Employees?. *Harvard Business Review*, January, p. 87-96.

Garvin, D. (2013). How Google Sold Its Engineers on Management. *Harvard Business Review*, December, p. 75-82.

Mims, C. (2013). Google's 20% Time, which brought you Gmail and AdSense, is now as good as dead. *Quartz*, August 16, 2013.

Mims, C. (2013). Google engineers insist 20% time is not dead—it's just turned into 120% time. *Quartz*, August 16, 2013.

Mims, C. (2013). 20% time is officially alive and well, says Google. *Quartz*, August 20, 2013.

Groves, K. (2011). Talent management best practices: How exemplary health care organizations create value in a down economy. *Healthcare Management Review*, 36(3), 227-240.

CS: Morgan (Chapter 3, pp. 37-40)

Case: Google & Case Update

Individual Preparation:

1. What is the employee value proposition or employment 'deal' at Google? What attracts top talent to Google? What do prospective employees fundamentally want from their work experience at Google?
2. Do you support Google's strong commitment to organization motivators that address employees work environment and learning/development needs? Why do high-technology firms like Google, Yahoo!, SAS Institute, and others make extraordinary investments in on-site work/life balance amenities (food, exercise facilities, medical facilities, social events, etc.)? What is the connection between these investments and driving innovation as a firm?
3. After reading the articles discussing Google's 20% time controversy, what is your evaluation of Google's new policies concerning supervisor approval of 20% time and performance appraisal practices (forced ranking of employees)? Do you agree that the 20% time policy, intended to drive employee innovation, has fundamentally changed? Can the 20% time policy continue to drive innovation under these new circumstances?
4. Using the Contingency Analysis as a guide, how should Google approach the challenge of driving faster, more effective product and process innovation throughout the firm? Which organization design dimensions, in addition to employee motivational needs and organization motivators, must Google address to effectively drive innovation throughout the firm?

Videos/Interviews (Optional)

Please view the following video during this session:

1. CBS News "The 'Google' Life"
 - a. <http://www.youtube.com/watch?v=QqT38QRA84>
2. World Entrepreneurship Day (FORA.tv), CNBC Host Maria Bartiromo's interview of Google's Anjali Joshi, Director of Product Management
 - a. http://fora.tv/2010/04/14/Championing_Innovation_and_Embracing_Disruptive_Ideas#fullprogram (Chapter 2: Google's Definition of Innovation)
3. Laszlo Bock (SVP of People Operations, Google), CBS This Morning with Charlie Rose
 - a. <https://www.youtube.com/watch?v=H8qj2aEyaRg>

SESSION 6: September 17th

Management & Leadership Style Perspectives

Reading Assignments:

K&P: Chapter 8 & 9

LIB: Waldman, D., & Galvin, B. (2008). *Alternative Perspectives of Responsible Leadership*.

Organizational Dynamics, Vol. 37 No. 4, p. 327-341.

Hewlett, S., Sherbin, L., & Sumberg, K. (2009). How Gen Y & Boomers Will Reshape Your Agenda. *Harvard Business Review*, July-August, 71-76.

Amabile, T., & Khaire, M. (2008). Creativity and the role of the leader. *Harvard Business Review*, October: 101-109.

CS: Northouse, P. (2007). *Transformational leadership*. In P. Northouse (Ed.) *Leadership Theory and Practice* (pp. 175-206). Thousand Oaks, CA: Sage Publications.

Case: Whole Foods: Balancing Social Mission and Growth (9-410-023)

Individual Preparation:

1. What is your assessment of Mackey's model of "conscious capitalism"? In what ways do you believe that Whole Foods has created value for society?
2. How would you describe Mackey's leader values and leadership style? Does he demonstrate 'transformational leadership' at Whole Foods? What are the connections between his personal values, leadership style, and the Whole Foods culture?
3. What is the approach to job design and organization structure at Whole Foods? What is your evaluation of the use of self-managed teams as an organizational structure at the store level? Assess the fit between the firm's strategy, the external environment, and the use of self-managed teams at the store level.
4. What changes, if any, should Mackey make to Whole Foods' strategy going forward? What are the primary leadership challenges that Mackey faces as he tries to embrace growth while maintaining the firm's social mission?

Video/Interviews (Optional):

Please view the following videos during this session:

1. Interview with Co-Founder/CEO John Mackey:
<http://www.youtube.com/watch?v=CYJI3DOMGM8>
2. John Mackey presentation to Stanford University Graduate School of Business (optional)
<http://www.youtube.com/watch?v=tZuhXhnlHxg>

Organizational Analysis Proposal: As a team, submit a one-page proposal describing your organization and work plan for the team Organizational Analysis assignment to 'Assignments' in Courses. In the proposal, include the name of the organization/work unit, brief description of the industry, a description of the key stakeholders you will interview for the project, and a timeline of key data collection and analysis activities.

SESSION 7: October 1st

Contingency Analysis of Organizations

Reading Assignments:

K&P: Chapter 10 & 11

LIB: Gelles, D. (2015). At Zappos, Pushing shoes and a vision. [New York Times](#), July 17, 2015.
Vazquez Sampere, J. P. (2015). Zappos and the connection between structure and strategy. *Harvard Business Review*, HBR Web Article (Reprint H02483).

Hsieh, T. (2010). Zappos's CEO on going to extremes for customers. *Harvard Business Review*, July/August, Vol. 88, Issue 7/8, pp. 41-45.

Hambrick, D. (2003). On the staying power of defenders, analyzers, and prospectors. *Academy of Management Executive*, Vol. 17(4): 115-118.

CS: Morgan (Chapter 3: Contingency Analysis; pp. 44-57)

Case: Zappos.com: Clothing, Customer Service, & Company Culture

Team Activities:

This class session will be devoted to a capstone MPA analysis of the Zappos.com case. Each team will be assigned one of the MPA diagnostic perspectives. The assignment for each team is to complete the MPA analysis steps for the team's assigned perspective. Each team will prepare a short PPT presentation (maximum 10 slides) summarizing the team's analysis findings that will be presented during the class session. The team assignments are as follows:

- *Team 1:* Open Systems (Environmental Uncertainty & Scanning Practices)
- *Team 2:* Mechanistic/Bureaucratic (Job Design & Organization Structure)
- *Team 3:* Human Relations (Employee Motivational Needs and Organization Motivators)
- *Team 4:* Mgmt. Style (Transformational/Transactional Leadership)

Midterm Exam Review:

Students will be provided both a written and live review for the midterm exam. The written review is posted in the Resources folder for Session 7. The live review will take place at the end of Session 7. This live review will allow students to ask questions about the exam and review content in preparation for the exam. Upon the conclusion of the midterm exam review, the case study upon which the exam will be based will be passed out in class. This will allow you one week to study the case prior to the exam.

SESSION 8: October 1st

Multiple Perspectives Analysis (MPA) Review & Team Project Assessment

Reading Assignment:

K&P: Chapter 12

CS: Team Organizational Analysis Project papers posted to the Resources/Session 8 folder.

Individual Activities:

Students will review the Multiple Perspectives Analysis (MPA) model, MPA assessment tools, and exemplary team Organizational Analysis Project papers. These materials are located in the Resources folder "Team Organizational Analysis Tools".

Team Activities:

As part of the class session, each team will meet with the professor to review progress on the Team Organizational Analysis project. The meeting will focus on providing support and recommendations to each team with approximately one month until the project due date.

SESSION 9: October 15th – 16th

Midterm Exam

Note: We will not meet as a class for Session 9. This session will be completed via our Courses site under the Tests/Quizzes tab.

Students will complete a case-based midterm exam that requires application of the MPA model and supporting perspectives and principles to a full-length HBS case. The exam process and guidelines are described below. Students will receive the case directly from the professor during Session 8. The exam will consist of four short answer questions that require students to apply course content to the case. The following are the exam guidelines:

- **Length:** The exam will open at midnight on Saturday, October 15th and close at 11:55pm on Sunday, October 16th. Students may complete the exam during any two-hour period over the course of the two days.
- **Materials:** You may utilize the case, MPA materials, and any course content during the exam. This is an open-case, open-note, and open-book exam.
- **Submission:** You will access the exam via the Courses “Exams” tab.

SESSION 10: October 22nd

Leading Organization Change

Reading Assignments:

- Daft: Chapter 11 (Innovation & Change)
- LIB: Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, Vol. 73(2): pp. 59-67.
- Kotter, J., & Schlesinger, L. (2008). Choosing strategies for change. *Harvard Business Review*, Vol. 86 (7/8): 130-139.
- Norton, D., & Coffey, J. (2007). Building an Organized Process for Strategy Communication. *Balanced Scorecard Report*, Harvard Business School Publishing, p.1-7. (Optional)

Video Interview:

Please view the following video during this session:

1. Ann Mulcahy (Stanford University’s Graduate School of Business)
 - a. <https://graziadio.biz/otmt481flex/mulcahy.mp4> or https://www.youtube.com/watch?v=Q_hRTyllwC4

Individual Preparation:

1. What are your experiences with organizational change initiatives? What aspects of the change process were executed effectively? Which were ignored or executed ineffectively?
2. Which of Kotter’s organizational transformation success factors resonate most with your experiences during organizational change?
3. Which audiences and communication channels will be critical for your team as you prepare a change plan for your Team Organizational Analysis Project? What are the strengths and limitations of these communication strategies?

SESSION 11: October 22nd

Developing Transformational Leadership Competencies

Reading Assignments:

- LIB: George, B., Sims, P., McLean, A., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, February, 129-138.
- Benjamin, B., & O’Reilly, C. (2011). Becoming a leader: Early career challenges faced by MBA graduates. *Academy of Management Learning & Education*, Vol. 10 (3): 452-472.
- Goffee, R., & Jones, G. (2005). Managing authenticity: The paradox of great leadership. *Harvard Business Review*, December, 87-94.

SESSION 12: November 19th

Individual Project Presentations

This session will include the individual project presentations, including book forum, case or research paper, exemplary leader, and/or executive interview presentations.

Individual Preparation

Prepare to deliver a 15-minute executive summary presentation of your individual project, including a question/answer session with the audience. The due date for your *Individual Project Paper* is December 3rd; you will have one week to incorporate any comments/feedback into your paper and submit via the 'Assignments' tab in Courses.

SESSION 13: November 19th

Team Organizational Analysis Project Presentations

Team Activities:

Student teams will deliver a presentation that summarizes their Organizational Analysis Project papers. The presentation should be 30 minutes in duration, including 25 minutes for delivering the presentation and 5 minutes for a q/a period. The presentations should be prepared using PowerPoint, Prezi, or some other media that captures the primary findings of the project paper. The presentation should include the (1) MPA results, (2) implications for organizational change (strengths/fit dimensions and development areas/misfit dimensions), and (3) an organization change plan. These elements comprise the main sections of the final Organizational Analysis Paper (as outlined in the syllabus).

The final Team Organizational Analysis Paper is due via submission to the "Assignments" link in Courses by 11:59pm PT on **Saturday, December 3rd**.

As part of each team's question/answer session, all students will be asked to provide anonymous feedback to the presenting team via the survey link below:

http://pepperdine.qualtrics.com/SE/?SID=SV_6QjxpCCAcJWptYN

Individual Activities:

Teammate Evaluations

Students are asked to complete the teammate evaluations at the link below:

http://pepperdine.qualtrics.com/SE/?SID=SV_afwuZmzsMaqOHEV

Course Evaluations

Students are asked to complete the Course Evaluations by accessing Pepperdine University's Wavenet link (below) and clicking on the "Online Course Evaluations" link:

https://wavenet.pepperdine.edu/psp/paprd91/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST

Appendix A: Case Analysis Preparation Questions

OTMT 670: Advanced Principles of Organization & Leadership

Southwest Airlines 2013

1. How do you explain the success of Southwest Airlines (SWA), particularly given the many failures of other firms in its industry? Describe the firm's core competencies and sources of competitive advantage.
2. Which specific competitive strategy does SWA employ to compete in its industry? Be specific in describing the key elements of SWA's strategy.
3. Are SWA's sources of competitive advantage sustainable? Why or why not? How would you characterize the seriousness of the competitive threats?
4. What are SWA's most pressing strategy implementation challenges moving forward? What recommendations for addressing these challenges would you offer?

Keeping Google "Googley"

1. At the time of Google's IPO, Brin and Page wrote an open letter that started, "Google is not a conventional company. We do not intend to become one." What does that mean? What is unusual about Google? What are the attributes of the organization that allow it to be successful in managing innovation?
2. After carefully reading the Google case, complete the *Motivation Chart* (Courses) for the AdSense organizational unit. Consider whether this analysis should be completed for all employees as a single group, or whether the AdSense employees should be segmented into different groups (e.g., engineers as Group 1, marketing/sales/operations as Group 2, etc.) for the Motivation Chart analysis. Complete the "Employee Needs" and "Organization Motivators" columns according to evidence provided in the case, and summarize your findings for each employee group in the "Conclusions" cells by using Herzberg's intrinsic/extrinsic motivator concepts.
3. What is your evaluation of the degree to which Google has achieved alignment among its mission and strategy, external business environment, and organization design (task structure/job design, organization structure, human capital systems, leadership, etc.)?
4. What are the challenges that Google is facing at the end of the case? What else can Google do to ensure that it remains an entrepreneurial place? What other steps can Google take to help keep Google "Googley" to avoid bureaucracy and maintain rapid decision-making and international consistency? Please devise an action plan that includes specifics.

Whole Foods: Balancing Social Mission and Growth

1. What is your assessment of Mackey's model of "conscious capitalism"? In what ways do you believe that Whole Foods has created value for society?
2. How would you describe Mackey's leader values and leadership style? Does he demonstrate 'transformational leadership' at Whole Foods? What are the connections between his personal values, leadership style, and the Whole Foods culture?
3. What is the approach to job design and organization structure at Whole Foods? What is your evaluation of the use of self-managed teams as an organizational structure at the store level? Assess the fit between the firm's strategy, the external environment, and the use of self-managed teams at the store level.

4. What changes, if any, should Mackey make to Whole Foods' strategy going forward? What are the primary leadership challenges that Mackey faces as he tries to embrace growth while maintaining the firm's social mission?

Zappos.com: Clothing, Customer Service, & Company Culture

1. How would you assess Zappos using the Human Relations perspective (talent management practices)? Which contingency analysis conclusions (principle motivations, informal structure, management style) would you draw based on the case information and article written by founder/CEO Hsieh? Do these Human Relations dimensions 'fit' the company's external environment?
2. Would you recommend any changes to Zappos' organization design dimensions (scanning practices, job design, structure, etc.)? If so, what are the key implications for the company's culture and operational performance?
3. What would you identify as the company's primary sources of competitive advantage? What are the company's core competencies and/or superior assets that represent sustainable sources of competitive advantage?
4. What is the predominant leadership style at Zappos? How would you assess the degree of alignment between the company's predominant leadership style of its other elements of organization design? To what extent can the Zappos culture and supporting leadership approach be replicated by other companies?

APPENDIX B: SEMI-STRUCTURED INTERVIEW QUESTIONS FOR OPTIONAL INDIVIDUAL EXECUTIVE INTERVIEW ASSIGNMENT

Executive Interview & Analysis Paper Suggested Semi-Structured Interview Questions

Summary: The goal of the interview is to learn how critical assessment of the external environment plays out in real time and how knowledge of the environment informs decisions about the organization, specifically the key elements of organization design. Consider the following questions for your interview:

1. What is your general approach to assessing the performance of your organization or work unit? What are the critical drivers of your organization's or work unit's performance?
2. How does your organization monitor changes taking place in your operating environment? Who is responsible for tracking changes in the external environment and how is this information shared internally? Please describe this process.
3. In what ways has the operating environment shifted over the past 5 years? What has been the biggest change(s) in the external environment? On a scale of 1 to 10, how would you rate the degree of uncertainty in the external environment?
4. How does this information inform your unit's operations? What do you do with this information? As a result of changes in the external environment, which of the following organizational changes (if any) have been initiated:
 - a. Organization structure and/or the nature of reporting relationships.
 - b. The way that jobs are designed; the desired performance outcomes of jobs (efficiency versus creativity/innovation)
 - c. The way you go about attracting the best employees and motivating/retaining current employees;
 - d. The way you lead and manage people and teams; the primary leadership competencies/skills that are critical for success.
5. Please describe a specific example of when you initiated or were involved in a significant organizational change process. What prompted the change and how successful was the change process?
6. Is there anything else you can share with me about how your organization seeks to align with the external environment?

Summary of Directed Instruction Elements

At the Graziadio School of Business, Directed Instruction is driven by Instructional Design principles aligned with the School and University Mission. In this regard, they are formative (not summative) and represent the personalized nature of the education offered. All courses must include a minimum of 15 hours of directed instruction per unit of credit (i.e., 60 hours of directed instruction for a 4 unit course). For more information, please refer to the *Standards for Directed Instruction* document.

4 Units = 60 Hours of Directed Instruction

Directed Instruction Activity	Hours
In-Class Instruction	48
Synchronous Instruction	4
Asynchronous Instruction	8
TOTAL	60