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

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DR. KEVIN S. GROVES
OTMT 481.25
MANAGING ORGANIZATIONS
SATURDAYS OF AUGUST 29, SEPTEMBER 12, & OCTOBER 10
WEST LOS ANGELES GRADUATE CAMPUS
FALL 2015

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SYLLABUS
MANAGING ORGANIZATIONS
OTMT 481.25
Fall 2015

Course Meeting Dates & Times:
West Los Angeles Graduate Campus
- Saturday, August 29th; 8:00am to 5:00pm
- Saturday, September 12th; 8:00am to 5:00pm
- Saturday, October 10th; 8:00am to 5:00pm

Instructor:
Dr. Kevin S. Groves
West Los Angeles Campus
6100 Center Drive
Los Angeles, CA 90045
Office: (310) 568-5729
E-mail: kevin.groves@pepperdine.edu
Availability: I am readily available to speak with or meet with students to discuss course content, individual or team assignments, student performance, and/or other needs. You are encouraged to email or call me at the office number.

COURSE DESCRIPTION:

The emphasis of this course is on the planning process in organizations; specifically, strategic management processes, decision making, organizing, and control functions of organization managers.

Topics that will be explored in depth include:
- The evolution of the field of management theory and practice;
- The impact of organizational environments on the internal functioning of the firm;
- Processes of strategic management, in particular the key task of determining the organization's purpose and the consequent processes entailed in planning for goal accomplishment;
- The factors that influence the choice of an organization's overall structural arrangements; strategies and tactics for managing change and development; and
- Several forms of control systems and processes that serve as feedback on progress toward goal attainment and as the basis for corrective action.

The course will extend the coverage of the functions and principles of management addressed earlier in the curriculum, with an examination of the planning, organizing, and controlling functions from a "macro" perspective (i.e., from the perspective of the organization as a whole).
**COURSE OBJECTIVES:**

This course is designed to provide students with an in-depth understanding of the fundamental principles, critical processes, and analytical frameworks involved in planning for organizational goal accomplishment, ensuring organizational structure decisions promote efficient and effective goal attainment, and monitoring organizational performance through several types of control systems that provide feedback on the organization's progress in pursuit of its mission and goals. After successfully completing this course, students will be able to:

- Distinguish the major forces and influences underlying the development and evolution of contemporary management practice, and thereby enhance students' understanding of how management practice is continuing to evolve in response to current environmental factors and trends;

- Appreciate how the purpose-setting task entailed in strategic management and strategic planning provide the context for all the remaining functions of management;

- Analyze the multiple factors that influence the choice of an organization's structure, as well as the unique advantages and inherent challenges of each structural pattern;

- Examine an overview of critical issues in the management of organization change and development, including the processes and techniques of planned change;

- Describe and classify several types of control systems and processes employed by organizations to provide feedback on performance at the strategic, tactical, operational, and individual-contributor levels; and,

- Appreciate how some critical behavior in organizations is profoundly shaped via managers' planning, organizing and control decisions.

**BASIC TEXTBOOK AND COURSE MATERIALS:**

   - You may download the assigned chapters from this book at ichapters.com or directly from the following link:
   - Please download chapters 1, 2, 3, 8, 10, 11, & 12. Chapters cost $8.49 each (Chapter 1 is free). If you prefer, you may order a hard copy of the book from the publisher, bookstore, or any online retailer.

2. *Harvard Business School Cases*. Students are to purchase six case studies online via a *Harvard Business Online* course that has been created for OTMT 481. Students may access the following URL to purchase the cases at the discounted student rate:
   - [https://cb.hbsp.harvard.edu/cbmp/access/38171613](https://cb.hbsp.harvard.edu/cbmp/access/38171613)
     1. Southwest Airlines 2013 (Thunderbird School of Management #TB0333)
     2. Keeping Google “Googley” (HBS #9-604-035)
INSTRUCTIONAL PHILOSOPHY & LEARNING ACTIVITIES:

To achieve the course objectives and examine the specific topics referenced above, we will employ a diverse range of learning activities, including:

- Individual assignments
- Team assignments
- Interactive lectures
- Class discussions
- Experiential learning exercises
- Business case analyses
- Video interviews of business executives
- Quiz

Course pedagogy is predicated on the development of an interactive learning environment in which students are encouraged to exchange views, best practices, and personal work experiences as they relate to course content.

There will be a concerted emphasis on the application of conceptual knowledge, management principles, and analytical frameworks to "real world" organizational situations, both those addressed in text readings and case studies, as well as the individual work contexts of students. As detailed below, successful learning of course concepts and the development of experientially-based skills in analyzing organizations demands significant student engagement (i.e., active, responsible, and consistent participation and engagement in all learning activities).

1) Class Participation & Attendance

One of the most important learning activities of this course is the extent to which you engage in active class participation, which involves good attendance, quality contributions to class discussions, and the quality of your team participation. Your active participation has a significant influence on your overall grade (25%), as well as the learning experience of your fellow class members. In addition to reading all assignments **before** each class session, you should be ready to contribute to each class discussion by offering thoughtful comments, asking insightful questions, and extending or countering the arguments offered by others. Also, be prepared and willing to participate in a range of experiential activities (e.g., role-playing exercises, simulations, etc.) throughout the course. Beware that sitting passively in all class sessions will not earn you a strong evaluation for class participation.

**Attendance Policy:** Attendance at all in-class meetings is strongly encouraged due to the fast pace of the course and the relatively few in-class meetings. Anyone who anticipates being unable
to attend any of the in-class sessions is strongly advised to drop the course and enroll in a 
subsequent trimester when attendance will not be problematic. Also, if you are unfamiliar with 
using any of the Courses learning technologies as part of this course, you have several resources 
of support. First, visit the ‘Start Here’ section of our Courses site, which offers technical services 
and GLEAN info for students. You may also contact the E-Learning support team at (310) 506-
4357.

Class Participation Policy: Class participation is defined as in-class comments that are relevant to 
the focal topic and that illuminate the issue(s) through utilization of:
1. Pertinent conceptual/theoretical frameworks;
2. Purely cognitive processes; and/or
3. Relevant real-world illustrations from work or personal experiences.

Grading Class Participation: Students’ in-class comments relative to a given class activity (e.g., 
interactive lecture discussions, case analyses, discussions of business executive interviews, etc.) 
are evaluated and recorded as one of three ratings: major contribution, contribution, or 
participation. These ratings correspond to the degree to which the comment advanced the class 
discussions toward the specific learning objectives underlying the specific issue under 
discussion. Note that the quality of commentary not quantity of contributions is what informs the 
evaluation of class participation. At the end of the course, students are aggregated into high, 
medium, and low segments based on a review of each student’s participation records for the class 
sessions. A commensurate grade is awarded to each student segment.

2) Team Case Analysis
Team Case Analysis Presentation: In order to develop an in-depth understanding of the strategic 
planning, organizing, and controlling (performance management) concepts and principles 
presented in this course, we will use the case analysis method by applying course material to real 
problems and issues experienced by managers in contemporary companies. Please review the 
following guidelines for completing this team assignment:
1. The class will break into 4-6 member teams that will each be responsible for presenting a 
formal analysis of one of the cases listed on the course outline.
2. The cases will be assigned to the teams during Session 1.
3. On the presentation day (Session 3), team members will facilitate class discussion by 
applying relevant course material to the strategic planning, organizing, and/or controlling 
(performance management) issues presented in the case. The recommended presentation 
format, guidelines, and grading policies are provided in Appendix A.
4. Team case analysis presentations are scheduled for our final in-class session on 
Saturday, October 10th.

Students are expected to read and prepare for discussion of all cases (irrespective of the case to 
which you are assigned) and actively engage in the case analysis discussions by providing 
thoughtful comments, asking relevant questions, and providing solutions/alternatives to the 
problem(s) in the case. Appendix B provides a list of Case Preparation Questions that students 
and teams may use to guide their reading and analysis of the cases. These questions highlight the 
critical planning, organizing, and controlling/performance management issues/topics for each
case, as well as direct students to the applicable concepts and principles contained in course materials. More details on this assignment will be provided in class, and teams will be provided in-class working sessions to prepare this assignment.

**Team Formation and Organization:** To facilitate a successful and enjoyable team experience, the composition of project teams should be done with the utmost care. The ideal team encompasses a diversity of backgrounds and professional work experiences while also possessing compatibility among individual members’ interpersonal styles and goals, class schedules, interests, and so on. In brief, you are encouraged to take great prudence with the process forming teams, as a wealth of evidence suggests that problems of team functioning are often rooted in the use of inappropriate team formation criteria (e.g., seating proximity during the initial class session).

The Graziadio School and the BSM Program is by design, an intensely team-oriented educational program. It therefore behooves each student to maintain his/her viability as a desirable team member throughout the program, as the negotiation of membership on a given team in OTMT 481 is the responsibility of the individual student, not a duty of the professor. Except under circumstances where the need to ensure a reasonably uniform distribution of members across teams compels instructor intervention, the instructor has no role in team composition. A prospective participant who is unable to negotiate his/her own membership on any available team in the class is advised to take the course during a future trimester.

**3) Organizational Analysis Paper**

Students will independently prepare a written analysis of their company, organization, or business unit that applies key frameworks and principles from the course. Specifically, the assignment requires that students conduct an organizational analysis of their company that assesses the degree of fit or alignment amongst the external business environment, strategy, and supporting structure and systems. The purpose of this assignment is to allow students to craft a coherent appraisal type case study addressing a specific organization or business unit operating in a particular industry environment. The paper serves as an opportunity to apply course concepts, frameworks, theoretical perspectives, and principles to the issues and challenges presented in the case. The paper should include relevant facts, your diagnosis of the situation (e.g., application of course frameworks), and potential solutions with justification and support from course material. This is a great opportunity to gather input and further insight on some event or phenomenon occurring in your current organization, or a challenge that you are currently facing at your former employer.

The organizational analysis paper will include both descriptive and analytical sections, as well as recommendations for improving the fit among the organization’s external environment, strategy, structure, and supporting processes and systems. An important expectation is that the descriptive, analytical, and action planning sections of the paper make maximum use of course material (e.g., organization design, structure, job design, environmental uncertainty and fit/alignment, HR systems, etc.).
Appendix C provides additional instructions and details on how to prepare your organizational analysis paper, which is due via submission to the ‘Assignments’ link in Courses on Sunday, October 18th.

4) Quiz
There will be one quiz covering the reading assignments and material discussed in class. Please review the following quiz guidelines:

- The quiz format will be a combination of 30 multiple-choice questions (two points each) and four short-answer essay questions (10 points each).
- The quiz will cover the chapters, articles, and class discussions (both online and on-the-ground) addressed throughout the course. The cases will not be covered on the exam; however, you may certainly use examples from the cases to support your responses to the short-answer essay questions.
- The quiz is timed such that all students will have exactly two hours to start and complete the quiz.
- The quiz will be completed online via Courses (see “Tests & Quizzes” tab) on Saturday, October 10th.

You will not be allowed to use the text, notes, cases, or any other course materials during the quiz. You will also not be allowed to consult with anyone else during the assessment period. You will be provided a written exam review for the quiz at the beginning of the course (posted to Courses) as well as an in-class live review during Session 3.

GRADING:

Presented below are the respective values of each graded component of the course:

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Percentage of Course Grade</th>
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<tbody>
<tr>
<td>Class Participation &amp; Attendance (Weighted 70% faculty evaluation and 30% teammate evaluation):</td>
<td>25%</td>
</tr>
<tr>
<td>Team Case Analysis Presentation:</td>
<td>25%</td>
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<tr>
<td>Quiz:</td>
<td>25%</td>
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<tr>
<td>Organizational Analysis Paper:</td>
<td>25%</td>
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Letter grades will be determined as indicated below:

- “A” = 93%
- “A-” = 90 – 92%
- “B+” = 87 – 89%
- “B” = 83 – 86%
- “B-” = 80 – 82%
- etc.

UNIVERSITY POLICIES ON CONDUCT AND DISABILITIES:

GSBM students are expected to respect and honor the personal rights and property of others at all times. The University rules on conduct can be found on pages 192-193 of the GSBM Catalog. Additionally, participants in this particular section of OTMT 481 are expected to maintain in-class conduct that is conducive to learning. Students are reminded that inattentive "side chatter" while the class is in session is
disruptive of the learning process, as it distracts others' attention from course activities in progress and also results in the missing of important information and key learning. Such behavior invariably leads to difficulties in completing course assignments and demonstrating mastery of course material. Hence, as a matter of course policy, persons who persist in such conduct can expect to receive little, if any, credit for class participation. Chronic displays of such conduct are grounds for administrative dismissal from the course.

Finally, students with disabilities are encouraged to familiarize themselves with the University's Policies on Disabilities (see the GSBM Catalog). Additional information is available from the University's equal opportunity officer, who may be reached through (310) 506-6500.

**University Conduct**

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin ([http://www.turnitin.com](http://www.turnitin.com)). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.
Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.”

**Policy on Disabilities**

**Assistance for Students with 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/](http://www.pepperdine.edu/disabilityservices/).
Kevin S. Groves is an Associate Professor of management and currently holds the Denney Chair Professorship 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, The Aerospace Corporation, 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.

CLASS SCHEDULE, TOPICS, AND ASSIGNMENTS

SESSION 1: Saturday, August 29 (Class Session)

8:00am—12:00pm Syllabus Overview, Student Introductions, & Team Assignments

Activities: Course Overview
            Syllabus and assignment details
            Team Composition for Team Case Analysis Presentation Assignment
            Team Building Exercise

Readings: Daft Chapter 1 (Innovative Management for a Changing World)

1:00pm--5:00pm Business Environment & Strategic Planning

Activities: Business Environment Assessment
            Competitive Strength Assessment & Industry Analysis (Southwest Airlines)

Discussion: The Environment of Management and the Planning Function
            • Strategy Formulation and Implementation
            • The Environment and Corporate Culture
            • Assessing Fit/Alignment with the Business Environment

Readings: Daft Chapter 3 (The Environment of Corporate Culture)
          Daft Chapter 8 (Strategy Formulation & Execution)
          Case: Southwest Airlines 2013 (Thunderbird School of Management #TB0333)

COURSES SESSION: August 31—September 11
➢ This is a self-paced session that may be completed at our Courses site at any time between August 31 and September 11.

Courses Site: History of Management Theory & Practice

Camtasia Relay link (PP File with audio)
• Management History Perspectives
• Open Systems Theory
• Contemporary Management Theory & Practice

Readings: Daft Chapter 2 (Evolution of Management Thinking)
SESSION 2: Saturday, September 12 (Class Session)

8:00am--12:00pm Organization Design: Structure, Job Design, & Alignment

Activities: Organization Structure Exercise (in-class exercise)
Analysis of Job Design at McDonald’s
Anne Mulcahy at Xerox
• Video case
• Change management best practices
• Leading organizational change initiatives

Field Work: Conduct a 30-minute observation at your local McDonald’s Restaurant to assess job design across the organization, and prepare a one-page summary that describes your observations. Consider the following guidelines:
• Look for specific examples of scientific management principles in practice. How are the scientific management principles practiced across various jobs (cashier, cook, drive-through attendant, manager, etc.) at the restaurant? How would you assess the overall job design at McDonald’s? Which jobs or positions are most mechanized versus least mechanized?
• Based on the nature of McDonald’s business environment (degree of change and uncertainty), how effective is the company’s approach to job design at its restaurants? Would you recommend any changes to the job design of any positions (job redesign)?

Discussion: The Organizing Function of Management
• Designing Adaptive Organizations
• Learning Organizations
• Leading change and innovation

Readings: Daft Chapter 10 (Designing Adaptive Organizations)
Daft Chapter 11 (Managing Change & Innovation)

1:00pm—5:00pm Performance Management & Creativity/Innovation

Activities: Performance management challenges
Motivating creative/innovative performance
Google Videos

Discussion: The Performance Management Function
• Human Resource Management
• Managing Quality & Performance

Readings: Daft Chapter 12 (Managing Human Resources)
Case: Keeping Google “Googley” (HBS #9-604-035)
Mims, C. (2013). Google’s 20% Time, which brought you Gmail and AdSense, is now as good as dead. *Quartz*, August 16, 2013.

**OPTIONAL SESSION: September 28—October 2**

> This is an optional quiz review session that will be conducted via the university’s video conferencing tool, Adobe Connect. I will poll the class during Session 1 to determine the ideal evening during the week of September 28 to October 2 to conduct the quiz review.

**Adobe Connect:** Quiz Review and Q/A

**Readings:** Quiz Review (posted to Courses)

**SESSION 3: Saturday, October 10th (Class Session)**

**8:00am--12:00pm** Team Case Analysis Presentations

**Activities:** Team Case Analysis Presentations
Peer Evaluation of Team Case Analysis Presentations

**Readings:** Cases:
- Whole Foods: Balancing Social Mission and Growth (HBS #9-410-023)
- Comcast New England: A Journey of Organizational Transformation (HBS #9-908-405)
- Singapore Airlines: Customer Service Innovation (HBS #9-504-025)

**1:00pm-5:00pm** Quiz, Teammate Evaluations, & Course Evaluation

**Activity:** Quiz review session
Quiz in *Courses* (“Tests & Quizzes” tab)
Teammate & Course Evaluations

**Assignment:** Organizational Analysis Paper

> *This paper is to be submitted via our Courses site by 11:55pm on Sunday, October 18th.*
Appendix A: Team Case Analysis Presentation Guidelines

General Guidelines:
- Case analysis presentations should be 30 minutes, including class discussion and all other activities
- Teams are encouraged to use one or more forms of visual aids (e.g., PowerPoint, handouts, list of discussion questions, short video, etc.) in your presentation
- Utilize presentation best practices (e.g., maintain eye contact, avoid reading directly from notes, etc.)
- All team members must participate in the presentation

Grading Criteria:

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<th>Maximum Possible Points</th>
<th>Points Earned</th>
<th>Presentation Criteria</th>
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<tr>
<td>10</td>
<td></td>
<td>Background of the company described in the case</td>
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<tr>
<td>15</td>
<td></td>
<td>Description of key planning, organizing, and/or controlling issues/problems in the case*</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Analysis of key planning, organizing, and/or controlling issues/problems in the case through application of course material*</td>
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<tr>
<td>15</td>
<td></td>
<td>Presenters’ ability to get class involved in the presentation (e.g., engaging class in discussion, in an activity, asking questions)</td>
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<tr>
<td>10</td>
<td></td>
<td>Verbal communication effectiveness of the presenters</td>
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<td>10</td>
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<td>Use of effective audio/visual aids (e.g., handouts, overheads, use of whiteboard, video, etc.)</td>
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<td>15</td>
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<td>Peer evaluation</td>
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*See Case Preparation Questions in Appendix B for guidance on identifying and analyzing the key planning, organizing, and/or controlling issues in each case.

Comments:
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Case:_______________________
Team Members:_______________________________________________________________________
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Appendix B: Case Analysis Preparation Questions

Southwest Airlines
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?

Google
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 (total rewards strategy) 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. 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?

SAS Institute
1. What are the strengths and limitations of SAS’s performance management system? Would you recommend any changes to SAS’s performance management system or compensation policies (‘organization motivators’)?
2. What is the employment ‘deal’ at SAS (‘employee needs’)? How does SAS meet the motivational needs of its employees, particularly software engineers?
3. How would you describe the degree of ‘fit’ between SAS’s organization design (structure, job design, HR practices, etc.) and its business environment? What case evidence supports your view? Which elements of SAS’s organization design are misfit with its environment? Conduct an open systems analysis to support your findings.
4. Looking to the future, what are the primary threats to SAS’s success in its business environment? Is SAS’s strategy for work/life balance and people management a sustainable competitive advantage?

Singapore Airlines (SIA): Customer Service Innovation
1. What are the most important changes taking place in SIA’s industry and operating environment? Conduct an open systems analysis of SIA, including your ratings for
environmental stability, complexity, and uncertainty, as well as predominant scanning practices.

2. What is SIA’s competitive business strategy (strategic stance)? What are the organization’s primary strengths (elements of fit) and weaknesses (elements of misfit) concerning its competitive position?

3. How does SIA measure and reward employee performance in customer service roles? Provide an analysis of the (a) employee needs and (b) organization motivators (total rewards) that SIA utilizes to drive employee performance in customer service roles.

4. Based on your analysis and discussion of the questions above, what organizational changes at SIA would you recommend?

Comcast New England: A Journey of Organizational Transformation

1. What are the current challenges facing Comcast at the beginning of the case? What changes in the external environment precipitated these challenges? Conduct an open systems analysis of Comcast New England, including your ratings for environmental stability, complexity, and uncertainty, as well as predominant scanning practices.

2. Describe the approach to organizational structure and job design at Comcast when Kevin Casey took over the New England operation. How would you evaluate the degree of alignment between this structure and the external environment? Discuss the ramifications of this misalignment for Comcast.

3. What changes did Casey facilitate that impacted organizational design, job design, and employee motivation? How did these changes create greater organizational alignment with the operating environment?

4. Describe the strategic fitness process – what was the goal of this process? At the conclusion of the case, what is the strategic intent of Comcast? What recommendations would you offer to Casey to continue strengthening Comcast going forward?

Whole Foods: Balancing Social Mission and Growth

1. What are the challenges of embracing growth at Whole Foods while maintaining its social mission? How does the company manage this tension (e.g., what organizational strategies, processes, leadership approaches, etc. have enabled the firm to balance these seemingly conflicting goals)?

2. Describe the organizational structure and job design at Whole Foods (at the store level) and the degree to which they are aligned with the firm’s competitive strategy and external environment. What are the relative advantages and disadvantages of this approach to structure and job design? Conduct an open systems analysis of Whole Foods to support your findings.

3. How would you describe Mackey’s leader values and leadership style according to the transformational/transactional framework? How does he demonstrate ‘values-centered’ leadership at Whole Foods (e.g., ‘conscious capitalism’)? What are the connections between his personal values, leadership style, and the Whole Foods culture?

4. How does Whole Foods attract, train, and evaluate employees who fit the firm’s culture and values? Provide an analysis of the (a) employee needs and (b) organization motivators (total rewards) that Whole Foods utilizes to drive employee performance at the store level. With regard to embracing the growth of its workforce, what are the primary leadership challenges that Mackey faces at the end of the case?
Appendix C: Organizational Analysis Paper Guidelines

Paper Outline
Students will individually write a paper on their chosen company, organization, or business unit that includes the following:

1. **Introduction** (½ pp.): Formally introduce the purpose and goals of your paper, and preview the main sections of your paper.

2. **Company Background & External Environment** (2-3 pp.):
   (a) Provide descriptive information on the company’s or business unit’s mission and purpose, strategic goals, size (e.g., sales, employees, market share), product or service lines, manufacturing or operational processes, highlights of the firm’s developmental history, and the strategic posture of the firm with respect to corporate, competitive, and functional strategies.
   (b) Present descriptive information on the organization’s external environment and industry, including the position of the firm in its industry, the nature and scope of key technological processes and trends, critical economic, legal-political, and/or sociocultural trends, key characteristics of the industry’s customers, competitors, suppliers, and labor market, and/or other important sectors in the firm’s external environment.
   (c) Indicate where the firm should be placed on the *uncertainty grid* and why, given the information summarized in this section.

3. **Company Overall Structural Arrangements** (2-3 pp.):
   Provide an in-depth description of your organization’s major structural arrangements, including the basic pattern of organization (e.g., groupings of jobs, functions, and activities into divisions, departments, subunits, etc.) and the major factors that appear to have influenced the structural design (e.g., competitive strategy, environmental uncertainty, technology, etc.).

4. **Analysis of the Key Strategic Planning, Organizing, and/or Performance Management Issues** (3-4 pp.):
   Your analysis should consist of a defensible critique of the degree of ‘fit’ among the organization’s external environment, business strategy, and overall structural arrangements. Students are encouraged to demonstrate a strong link between the descriptive information presented in previous sections on the firm’s external environment, strategic stance, and structural arrangements, and the analysis of ‘fit’ offered in this section. Based on your descriptive data, clearly illustrate why certain elements appear to demonstrate strong fit while others do not. For example, is your organization’s structure properly fit or aligned with the nature of change in the external business environment? Is your organization pursuing the correct business strategy given your analysis of the environmental sectors? To what extent are supporting processes and systems, such as job design, human resource practices, and management style, properly aligned with the organization’s strategy and external business environment?
5. **Recommendations to Enhance Fit/Alignment (1-2 pp.):** Conclude your analysis with a series of recommendations to enhance the fit or alignment amongst your organization’s environment, strategy, and supporting structure and systems (e.g., job design, HR practices, management style, etc.). Students may also present any looming challenges regarding the organization’s future planning, organizing, and controlling activities, and recommended organizational changes to address these challenges.

**Final Product**
The final paper should be:
- Typed, double-spaced, 12-point Times New Roman font
- APA style
- Approximately 10-12 pages in length (excluding cover page, references, appendices, etc.). Students will submit their paper via the ‘Assignments’ link in Courses by 11:55pm on **Sunday, October 18th**. Late papers will not be accepted.

**Grading**
The case analysis paper assignment will be evaluated according to the grading criteria outlined below:

1. Description of Company Background & External Environment* 20 pts.
2. Description of Company Overall Structural Arrangements* 20 pts.
3. Analysis of Strategic Planning, Organizing, and/or Performance Management Issues* 40 pts.
4. Spelling/Grammar/Quality of Writing 20 pts.

**TOTAL:** 100 pts.

*Evaluations for these criteria will be based on the thoroughness and depth of your responses, particularly your ability to rigorously apply course concepts and principles to the case rather than just cursory discussion.