"Learning cannot exist apart from action. Learning is the process of enhancing our capacity for effective action." — Peter Senge, author of The Fifth Discipline
Wednesday evenings, 6:00 – 10:00 pm  
West Los Angeles Campus  

Dr. Clifford E. Darden  
Pepperdine University Plaza  
400 Corporate Pointe  
Culver City, CA 90230  
Office: (310) 568-5500  
E-mail: cdarden@pepperdine.edu  
Fax: (310) 568-5727  
Home Phone/Fax: (310) 410-1456  
Best Days/Hours to Call: Mon & Fri, 12 – 6 pm  

CATALOG COURSE DESCRIPTION:  
The emphasis of this course is on the impact of environment, technology, and internal dynamics on the organization and its structure, systems, and functioning. The course addresses management issues in the areas of planning, organizing, staffing, directing, and controlling.  

COURSE OBJECTIVES:  
The course of study is designed to enhance students’ capacity for effective performance as individual contributors and managers in organizations. The specific course objectives are to:  

- Impart a fundamental understanding of organizations and the management processes requisite for their successful maintenance and development;  
- Develop students’ skills in analysis, critical thinking, and creative problem-solving to facilitate informed decision making in organizational contexts;  
- Increase students’ understanding of organizational and managerial issues as they pertain to the global business environment;  
- Increase students’ understanding of ethical issues, and their skills in resolving these issues in a manner consistent with the School’s commitment to a values-oriented education;  
- Provide opportunities for students to enhance their skills both as participants in, and leaders of, work teams; and,  
- Provide opportunities for students to further develop their oral and written communication skills to enhance their effectiveness in their organizational roles.  

BASIC TEXTBOOK AND COURSE MATERIALS:  
INSTRUCTIONAL PHILOSOPHY & LEARNING PROCESSES:

To achieve the course objectives, we will employ a number of learning processes, including: assigned readings, case studies, lecture/discussions, and projects. The course is geared toward creating a dynamic, interactive learning process in which we seek to optimize communication of relevant information from published materials, the instructor, and the participants themselves. Emphasis is placed on application of conceptual knowledge to "real world" organizational situations as portrayed in the assigned case studies and in participants’ own organizations.

PERFORMANCE MEASURES AND EXAMINATIONS:

Each participant can facilitate attainment of course objectives via the maintenance of high personal involvement and commitment, that is:

1) Competent preparation, demonstrated by active and responsible participation in all the facets of the learning experience.

2) Integration of course concepts and theoretical frameworks at every opportunity, particularly in the several class Projects.

3) Professional approach to the mastering of the subject matter. Substandard reports will not be accepted.

4) Personal punctuality, as well as timely project submissions. (NOTE: Instructors have a duty to ensure equitable treatment of all participants. Late papers, IF accepted, incur a penalty of 20% of the points otherwise earned thereon.)

There will be a one and one-half hour midterm examination -- probably multiple-choice questions -- to assess your mastery of textbook material in chapters 2 & 3 and 7 through 11. The final exam, i.e., the Individual Case Analysis Project, is designed to assess your skill in the use of a specific conceptual framework for analyzing issues in organization design and change.

NOTE: Of late, the increasing number of participants who seek leave to take textbook exams and/or case analysis projects at times other than the scheduled ones, has become excessively burdensome. Notice is therefore given that participants should carefully peruse the appended class schedule (particularly, the dates for examinations and case projects) and plan to be present in class on the appointed dates. Failure to do so incurs the risk of receipt of an incomplete grade in the course, as alternative "customized" arrangements for individual participants frequently prove problematic, and therefore CANNOT be guaranteed.

GUIDELINES FOR STUDIES:
Each core assignment has been designed to facilitate your conceptual and practical understanding of organizations. The following preliminary guidelines will be elaborated upon in class.

**Group Project:**

Teams will be formed for purposes of the case analysis practica. Each team should encompass a diversity of educational and work backgrounds to facilitate experiential learning.

*Management Case Analysis Project ("MCAP"):*

During class session #14, participants will be afforded the opportunity to demonstrate their mastery of the analytical framework discussed in the preceding lecture and case analysis practica. That is, teams will receive a case study for in-class analysis and submission. The typed analysis – which must be written in narrative form, except as otherwise instructed -- is to follow the format specified on page 11 of the Syllabus. Following submission of this team project, each team member is to evaluate the contributions made by all individual members of the team and submit the resulting peer points awards to the Instructor.

As preparation for the MCAP, there will be several practica, in which individual teams and the class as a whole explore utilizing the organizational analysis framework (earlier introduced in a series of mini-lectures) in the examination of organization design issues. These practica are in-class exercises; thus, regular attendance and participation during the sessions following the midterm examination is strongly advised. Diligence in analyzing these practica case studies is a prerequisite for demonstrating a high level of proficiency on the MCAP case.

**Individual Work:**

*The Textbook Examination and Class Participation:*

Apart from the responsibility to be an engaged participant throughout the course, students are expected to apply themselves to mastery of the principles, concepts, and frameworks covered in the course textbook. Considerable in-class time will be devoted to coverage of key topics in the chapters assigned prior to the Midterm Examination. After the Midterm, in-class time will be devoted to discussion of the analytical framework used in the case analysis practica, the Management Case Analysis Project, and the Individual Case Analysis Project.

*Individual Case Analysis Project ("ICAP"):*

During class session 15, individual participants will receive a case study on which they are expected to demonstrate mastery of specific elements of the organizational analysis framework -- i.e., the Overview, the Problem and Symptoms Statement, and the three subsections comprising the Analysis (Task Analysis and Summary Task Statement, Organization Design and People Implications of the Task, and Evaluation of the Existing Organization Design and People elements). **This in-class project is due at the conclusion of class session 15.**
Again, diligent involvement in the several *practica* preceding this final project, and in the Management Case Analysis Project, are prerequisites for the development of the analytic skills necessary to demonstrate a high level of proficiency on the ICAP case.

**GRADING:** *(NOTE: GRADES IN THIS COURSE ARE NOT CURVED.)*

The following table contains the points award for each component of the course.

<table>
<thead>
<tr>
<th>Points Available</th>
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<tr>
<td>Session #7: Midterm Examination <em>(Chapters 2 &amp; 3 and 7 – 11)</em></td>
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<tr>
<td>Session #13: Management Case Analysis Project <em>(a team project)</em></td>
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<tr>
<td>Session #13: MCAP Peer Evaluation</td>
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<tr>
<td>Session # 15: Final Examination <em>(Individual Case Analysis Project)</em></td>
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**TOTAL POINTS AVAILABLE IN THE COURSE:** 100

Letter grades will be determined as indicated below:

"A" = 93% and above  "B+" = 87 - 89%  "B-" = 80 - 82%
"A-" = 90 - 92%  "B" = 83 - 86%  "C+" = 77 - 79%  etc.

**ATTENDANCE POLICY AND CLASS PARTICIPATION:**

**Attendance Policy:**

Regular attendance is STRONGLY encouraged. However, to earn extra credit for class participation, one must be both physically present and contribute to the learning experience. **No advance notice to the Instructor is desired in the event of a single absence.** Such notice is required in cases of consecutive absences. Full credit for class participation is jeopardized if a student misses several class sessions (see p. 6 for additional information). **NOTE: Four or more absences are will result in administrative dismissal from the course.**

**Class Participation Policy:**

Class participation, which is central to the case method of learning, is an integral aspect of the "dynamic interactive" learning process desired in the course. Regular participation is a key performance expectation, albeit one which is rewarded on an extra-credit basis.

**Definition of "Class Participation":**

"Class participation" is defined as "*in-class comments that are relevant to the focal topic and that illuminate the issue via employment of (i) pertinent conceptual/theoretical frameworks, (ii) purely cognitive processes, and/or (iii) pertinent ‘real-world’ illustrations."
Evaluation of Class Participation:

Although the evaluation of contributions to the class learning experience is an inherently subjective process, the Instructor's system is designed to: (i) minimize inconsistencies resulting from reliance on end-of-the-course recall and (ii) minimize variations that occur solely because of "rater error" (e.g., "recency" and "halo" effects).

Each participant's in-class comments during a given class session, whether involving textbook materials or case analysis, are evaluated and marked as follows:

"Participation": Comments that reflect limited understanding and/or probing of the issue and/or insufficient grasp of the relevant concepts.

"Contribution": Comments that evidence a greater understanding of key issues or concepts, but that fall short of sufficiently illuminating the matter so that complete closure or resolution is achieved.

"Major Contribution": Comments that indicate a clear, in-depth understanding/probing of the issues and that, via use of logic and/or theoretical/experiential knowledge, facilitate closure on the instant matter.

Determination of Amount of Extra Credit for Class Participation:

At course end, participants are grouped into "high," "medium," and "low" clusters, based on a review of the participation records. These clusters are then normalized via comparison to corresponding clusters in recent classes in order to ensure consistency across classes. The usual award for the "high" cluster is five points. [Note: A participant does not receive the full award accorded the participation cluster into which he/she falls IF (a) he/she has missed three or more class sessions -- whether in whole or in part, or (b) he/she has not earned at least two "major contributions" during the term.]

Selected Myths and Misapprehensions About Class Participation:

Quality of participation, not quantity, matters. Neither vacuous commentary nor pointless verbosity is valued. It is the quality of the speaker's reasoning (e.g., the weighing and sifting of all useful data in a case study) that determines the instructor's evaluation of the speaker's participation. Also, while relevant real-world experiences can be, and often are, of great value in illuminating issues, comments of limited merit are rarely redeemed via their punctuation with workplace anecdotes or rules-of-thumb. Pet theories of management cannot be purveyed, ipso facto, as the best or only way, but rather as hypotheses that are rightly subject to critical examination and discourse. In brief, given the "contingent" nature of most management principles, there is no experiential equivalent of the ancient Latin dictum, "Roma loquita, causa finita."
UNIVERSITY POLICIES ON CONDUCT AND DISABILITIES:

GSBM students are expected to respect personal honor and the rights and property of others at all times. The GSBM Catalog contains the University rules on conduct.

Additionally, course participants are expected to maintain in-class conduct that is conducive to learning. In this regard, inattentive side chatter while the class is in session is disruptive of the learning process and will result in the receipt of NO class participation credit. Particularly egregious instances of such conduct may lead to administrative dismissal from the course.

Students with disabilities are encouraged to familiarize themselves with the University's Policies on Disabilities in the GSBM Catalog. Additional information is available from the University's equal opportunity officer at (310) 506-4208.

FINAL COMMENTS:

In line with faculty guidelines, BSM 476 is designed to be challenging, conceptually enriching, and experientially relevant. To ensure a rewarding learning experience, we must (a) bring to the setting a high level of personal commitment and involvement, and (b) assume individual responsibility for maintaining the vitality of the class, an organization in its own right.

It is imperative that ALL who have registered for the course attend the first class session. Anyone who does not attend the initial class session will be dropped, as critical information about the course is provided that first night of class. NO EXCEPTIONS ARE ANTICIPATED.

VITA ABSTRACT

A tenured member of the Faculty of the Graziadio School, Professor Clif Darden holds the B.S. degree, magna cum laude, from the University of Southern California, and the M.B.A. and D.B.A. degrees from the Harvard Business School. His teaching and research areas include strategic management and organization theory and design. Dr. Darden has served in consulting and management development capacities for a variety of organizations, both domestically and abroad. Active in the international management education arena, he served as a visiting professor in case research at Assumption University of Thailand (Summer 2000); as a visiting professor of organization and management at the Universiti Kebangsaan Malaysia (Summer 2001); and, as a lecturer in case research and development at The National Institute of Public Administration - Malaysia (2001, 2002, and 2003). A veteran case researcher/writer, Dr. Darden is a past President of the Western Casewriters Association; a former member of the Board of Directors of the North American Case Research Association; and, an active member of The Academy of Management and The Harvard Business School Association. He recently completed a six-year term as a member of the Harvard University Board of Overseers Visiting Committee for the Graduate School of Business, an appointed body that advises the President and Fellows of Harvard College on all matters concerning the current performance and future plans of the Harvard Business School.
**SCHEDULE OF CLASSES:**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
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<tr>
<td>Jan. 07:</td>
<td>Orientation &amp; Introduction. Management History</td>
<td>Daft Chs. 1 &amp; 2</td>
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<td>Jan. 14:</td>
<td>The Managerial Environment: Culture; Globalization;</td>
<td>Daft Chs. 3 - 6</td>
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<td>Ethics; Social Responsibility; and, Entrepreneurship</td>
<td>Team Explorations</td>
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<td>Jan. 21:</td>
<td>Planning: Goal Setting and Planning; Strategy Formu-</td>
<td>Daft Chs. 7 - 9</td>
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<td>lation and Implementation; Managerial Decision Mak-</td>
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<td>Jan. 28:</td>
<td>Planning: Planning Tools and Techniques; Optimizing</td>
<td>In-Class Handout</td>
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<td>Techniques</td>
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<td>Feb. 04:</td>
<td>Organizing: Structural Designs; Change and Develop-</td>
<td>Daft Chs. 10 - 12</td>
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<td>ment; Organization Design; Structural Patterns</td>
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<td>Team Formation</td>
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<td>Feb. 11:</td>
<td>Staffing: Human Resource Management; and Managing</td>
<td>Daft Chs. 13 &amp; 14</td>
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<td>Diversity</td>
<td>Lecturette 4</td>
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<td>Midterm Review</td>
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<td>Feb. 18:</td>
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<td>Leading: Directing, Leading, Motivating and Teami-</td>
<td>Daft Chs. 15</td>
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<td>Practicum: TBA</td>
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<td>Mar. 03:</td>
<td>Leading: Directing, Leading, and Motivating</td>
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<td></td>
<td>Teamwork in Organizations</td>
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<td>Mar. 10:</td>
<td>Controlling: Quality Control and Productivity;</td>
<td>Daft Ch. 20</td>
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<td>Management Control Systems</td>
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<td>Mar. 17:</td>
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<td>Mar. 24:</td>
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<td>and Tactical Operations Decisions</td>
<td>Practicum: TBA</td>
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<td>Apr. 07:</td>
<td>MANAGEMENT CASE ANALYSIS -- PART II:</td>
<td>Laptop/Diskettes</td>
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<td>[2 hours for writeup &amp; 2 hours for feedback]</td>
<td>Feedback on Part I</td>
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<td>Apr. 14:</td>
<td>INDIVIDUAL CASE ANALYSIS PROJECT:</td>
<td>1 Large Bluebook</td>
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<td><em>The Graziadio School of Business and Management</em></td>
<td>1-410-1456 (Rev. 11/99)</td>
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NOTE ON THE CASE ANALYSIS PRACTICA IN BSM 476

The Case Analysis Practica are an important component of this particular section of the BSM 476 Course. They afford course participants a challenging forum in which to develop skill in mastering the conceptual and theoretical materials covered in the Course and in applying these learnings to the "real world" managerial problems portrayed in individual case studies. Provided in this Note is some useful information on the objectives, content, and process of the Case Analysis Practica. Familiarity with the contents of this Note will pay dividends in terms of the effective utilization of teams in developing skills in case analysis.

Objectives of the Case Analysis Practica

The Case Analysis Practica are designed to serve two principle objectives: (i) to develop or enhance analytical skills, as well as the ability to frame alternative courses of action with which to address managerial issues/problems and to prepare sound recommendations and action plans, and (ii) to provide opportunities for testing out conceptual and theoretical materials introduced in the Course in the relatively "safe" environment of the classroom.

Assignment

During Class Session #5, students will organize themselves into four teams that will be responsible for preparing the group case analyses. Throughout each class discussion of the assigned cases, individual members of the four teams will be randomly called upon to discuss various aspects of the analysis of each case. For example, one member of the first team may be called upon to present the Problem Statement, while a member of another team may be asked to present the Task Analysis and Task Statement, and so on.

Cases: Background and Description

A means of learning by the analysis of actual events, the "case method" pedagogy originated in the Harvard Law School in 1870, and was adopted by the Harvard Business School in 1908, as the central feature of its educational approach. The study of these cases was framed so as to prepare the student for managerial positions by developing the skills needed for analyzing a situation and making tough decisions.

A case is a carefully written description of an actual (i.e., authentic) situation or event in history. All of the data which one needs "to enter vicariously into the problem" is provided.

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This Note was prepared by Professor Clifford E. Darden, as a basis for student project guidance. Acknowledgement is gratefully extended to Harvard Business School Case Services, for permission to incorporate herein excerpts from the Note, "Cases: What They Are and How to Study Them" (ICCH# 9-479-668). All rights reserved. 1986.
According to the Harvard Business School model, a case is seen through the eyes of the one person -- i.e., the "focal manager" -- who must make a crucial decision. Usually the case is left open-ended: the reader is not told what decision was made nor informed as to "how it all ended." The student is expected to study the case and to enter into the experience or dilemma of the decision-maker. The basic question becomes: "What should I do?"

Paul R. Lawrence (Wallace B. Donham Professor of Organizational Behavior, Emeritus, at the Harvard Business School) put it this way:

*A good case is the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced up to in real-life situations. It is the anchor on academic flights of speculation. It is the record of complex situations that must be literally pulled apart and put together again before the situations can be understood. . . ."Preparation of Case Material," The Case Method of Teaching Human Relations and Administration, Harvard Business School Press*

**Cases: How to Study Them**

Detailed information on how to approach the analytic and action planning tasks in case analysis will be provided in class, as the case analysis section of the course begins. Here is a general outline of the basic approach:

- Immerse yourself in the situation by knowing all of the details of what happened or is happening, e.g., names and responsibilities of key persons, chronology of key events, etc.

- Analyze the case.
  1. Identify the basic issues, carefully distinguishing between cause and effect.
  2. Anticipate the feasible alternatives available to the focal decision-maker.
  3. Think through what will be the likely results of alternative courses of action.

- Let the case facts and the alternative solutions ferment in your mind. Ruminate about the case.

- Contemplate any learnings available from both work experiences and past or present educational odysseys in order to clarify the issues in your mind.

- Decide on your course of action; be prepared to substantiate it. (No decision is likely to be free from risk. Hence, there is no single "right" answer.)

- Participate in the class discussion by sharing your understanding and insights and listening carefully to what others see in the case.
Format for the "Packaging" of a Case Analysis

Presented below is the format to be used in "packaging" case analyses for in-class discussion and for organizing the write-up of the Management Case Analysis Project.

I. Overview

II. Symptom and Problem Statement

III. Analysis of Problem Situation:
   A) Task Analysis
   B) Organization Design and People Implications of the Task
   C) Evaluation of the Existing Organization Design and People

IV. Generation and Analysis of Alternative Solutions

V. Recommendations Statement

VI. Implementation (Action) Plan

VII. Identification of Relevant Concepts/Theories/Models

The In-Class Case Discussion Process

The objective of the in-class case discussion process is that of analytical skills-building via a collective sharing of individual approaches to the specific issues in the case. Through engaging participants in a constructive dialogue, the aim is that of surfacing all useful insights into the focal problem(s) and developing the most robust treatment of the issue(s) around which the case is framed. The process is very much an interactive one in which each discussant welcomes all informed points of view and analysis -- even those that challenge his/her own, as these different approaches frequently yield new insights that may produce even richer understandings. Finally, because the instructor’s approach to individual cases rarely follows a linear path from Overview to Action Plan, discussants must be alert, flexible, and prepared to address any issue concerning the case at any point in the discussion process.

A Common Misconception: Participants new to the case method often view as their central task the discovery of the one "correct" answer for the problem(s) portrayed in a case. The reality, however, is that the Instructor is as interested in the quality of the reasoning employed to arrive at the recommendations, as he is in the proposed “solution.” Thus, an impoverished analysis -- e.g., one that employs assumptions that defy reason or one that ignores critical facts -- is not redeemed by the possibility that the basic recommendation is sound. More highly valued is the analysis that convincingly marshals all pertinent case data, and employs reasonable assumptions, to arrive at a sensible resolution of the focal problem(s).
Troublesome Approaches: Analysts should strive to avoid: (a) "tautologies" -- statements that are circular; (b) "motherhood statements" -- statements that are so generalized and obviously supportable that they add little to the analysis; and, (c) "insensitivity-to-the-date-of-the-case" statements -- e.g., statements "solve" 1975 problems with 2002 technologies.

Cases: The Role of the Case Instructor

Learning under the case method depends much more on the dialogue among participants (including, when appropriate, the Instructor) than it does upon individual study consummated by subsequent enlightenment from the Instructor. Specifically, the Instructor’s primary role during the case discussion is that of learning facilitator — i.e., acting as a catalyst by probing and recording, and supplying any data or insights which will stimulate participant thinking (in contradistinction to assisting teams in doing their analyses (which is not done)).

Grading of Case Analysis Practica

Teams do not receive a grade for CAPs. Rather, individual participants in the class discussion of the cases receive class participation credit, according to the quality of their individual input into the in-class case discussion. From this fact it should be inferred that regular team meetings for purposes of case analyses are critical, as participants will find it very much to their advantage to hold weekly team meetings to discuss the several case assignments.

Team Formation

The BSM Program is intensely team-oriented. It 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 BSM 476 is the responsibility of the individual student, NOT a duty of the instructor. Except under circumstances where the need to ensure a reasonably uniform distribution of members across teams compels intervention, the instructor has no role in team composition. A participant who cannot negotiate membership on any available team in the class is advised to take the course at a later time.

Prudence should be exercised in composing the case analysis teams. Useful member selection criteria might include, inter alia, complementarity of skills and compatibility of activity schedules, demonstrated willingness to put forth the requisite time and energy, and compatibility of interpersonal styles. The process should be taken seriously, as evidence abounds that many intra-team problems have their origins in the usage of inappropriate team formation criteria -- e.g., use of seating proximity during the early class sessions.

Concluding Remarks

Case studies, if they are done well, are "a participatory method of learning wherein both the participants and the Instructor bear a responsibility to the entire class to share their insights and points of view." Case learning can be fun, particularly when participants focus on learning and on helping others to learn, rather than on insuring a good grade.