**MGT 426: Creating a High-Performing Workplace**

Summer 2019

FLEX Weekend

INSTRUCTOR: MARTIN STAUBUS

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**COURSE OVERVIEW**

In the 20th century, access to capital was the principal source of economic advantage. The business organizations that dominated the developed economies were those that excelled at acquiring large amounts of capital and deploying it productively to produce the steel, concrete, fuel, transportation and other physical materials that drove economic growth in that period.

My how things have changed. It’s now a different age, with different people and different technologies. Today, capital is readily available, and is therefore no longer the key differentiator of economic success. Instead, competitive advantage comes from ***people***. In the post-industrial 21st century, businesses succeed or fail based on their human-driven capacity for innovation, agility, responsiveness, productivity and customer service.

A problem facing many of today’s companies is that they are led by individuals who learned their management methods in the last century, mentored by earlier leaders solidly grounding in the old industrial age. Likewise, these outdated management ideas are still being handed down from professor to professor in too many business schools.

This course is premised on the recognition that the people-management practices of the industrial era are poorly suited to the conditions of today’s innovation economy. In the post-industrial age, there are new and better ways to organize workplaces, inspire people, and effectively coordinate their efforts so that companies – and the people who work for them – thrive, excel, and prosper. This course will focus on these newer and more successful ways of organizing and managing people in the workplace. We will look at companies that are successfully inspiring commitment, passion, and productivity in their people.

**COURSE OBJECTIVES**

This course is intended to equip students with the insights, knowledge and tools that will enable them to go forth as company managers to develop and lead a business workforce that will perform at the highest possible level. They will learn to hire, develop and inspire people in a way that brings the necessary capabilities to their workplace, encourages innovation and initiative, and strengthens employee commitment and motivation by fostering a sense of compelling purpose and personal dignity in each worker, in an organization where the workplace is seen as a community of people committed to shared goals.

**COURSE INSTRUCTOR**

The instructor for this course is Professor Martin Staubus, who is the past executive director of the Rady School’s **Beyster Institute**. He spends most of his time as a hands-on consultant, working with companies to create better management practices that are grounded on a sense of shared purpose and community, inspiring companies and their people to thrive, excel, and prosper.

**APPROACH TO LEARNING**

The learning process in this class will feature the following elements:

**Readings.** The readings for the class consist of a collection of articles and book excerpts, all of which have been compiled into a bound packet (the course reader). The assigned readings for each class session will serve as a basis for classroom discussion (thus the readings associated with a given class session should be read *before* that class session).

**Lecture.** Class lectures will complement the assigned readings to provide concepts and information relating to bests practices in workforce development. Some lectures will include presentations by guests who are senior leaders at exemplar companies. The material presented by lecture will be especially helpful to you in connection with your class project (see below).

**Classroom discussion.** Every student in this course will bring significant work experience. You will be encouraged to share those experiences. They will provide valuable material for discussion, serving as real-life examples (both good and bad) that we can consider as we explore the range of concepts and practices that will be covered in this course. We will make use of your own experiences as a basis for classroom discussion.

**COURSE ASSIGNMENTS**

Course assignments will consist of:

**Assigned Readings**. Assigned readings (all of which will be included in the course reader) are to be completed prior to each class meeting.

**Classroom Participation**. Classroom discussion will be a critical part of our learning process. It is also an opportunity for each student to demonstrate familiarity with the assigned readings. At each class session, the value of each student’s contribution to the discussion will be recorded.

**Take-Away Reports.** At the end of each class session, students are to complete a brief written report (no more than 3-4 paragraphs) in which they describe and comment on 2-3 key concepts addressed in the class session that the student found especially significant or relevant. This may, for example, relate to an experience with a current or former employer.

**Term Project**. At the end of the term, students will submit a term project consisting of an evaluation of the company they now work for or worked for in the past (if you feel that no such company will provide a suitable subject for your project, contact the instructor to discuss alternatives). If two or more students have worked for the same employer, they may collaborate to produce a team project. Your project will critique the effectiveness of your chosen employer in creating a high-performing workplace, *with particular reference to the concepts covered in the course*. Where you identify shortcomings in the employer’s practices, you should offer your recommendations for improvement. Students have the option of submitting their paper in draft form, then scheduling a meeting with the instructor (prior to the due date for the project) to discuss the draft and get feedback prior to submitting the final version.

**CLASSROOM MEETING SCHEDULE**

We will meet 12:30 -3:30pm, **July 6, July 20, August 3, August 17 and August 31**.

**TERM PROJECT DUE DATE**

Your term paper will be due **Saturday** September 7th.

**GRADING**

Your grade will be based on the extent to which you demonstrate, through the assignments described above, that you have gained an understanding of the concepts and practices that will be presented in the course. Your performance in the assignments will be weighted as follows:

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| **Assignment** |  **Weight** | **Due Date** |
| Class participation | 25% | Each class session |
| Take-Away Reports | 25% | Following each class session |
| Term Project | 50% |  |

**ACADEMIC INTEGRITY**

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The complete UCSD Policy on Integrity of Scholarship can be viewed at: <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/appendices/2>

**STUDENTS WITH DISABILITIES**

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the faculty member.

The student must present the OSD letter of certification and OSD accommodation recommendation to the faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. No accommodations can be implemented retroactively. For further information please visit the OSD website or contact the Office for Students with Disabilities at 858-534-4382 or **osd@ucsd.edu****.**

**MGT 269: CREATING A HIGH-PERFORMING WORKPLACE**

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| Session 1July 6 | 1. Peter Coy, “The Creative Economy,” Businessweek Online, Bloomberg L.P., August 28, 2000.
2. Worldatwork, “Few Organizations Have Confidence in the Effectiveness of Performance Management Programs,” *WorldatWork Newsline*, Worldatwork, September 16, 2013.
3. Gary Hamel, “Chapter 3: An Agenda for Management Innovation,” *The Future of Management*, Harvard Business School Publishing, Product No. 2511BC, 2007, pp 56-65.
4. Amy Adkins, “Employee Engagement in U.S. Stagnant in 2015,” *Gallup Online*, Gallup, Inc., January 13, 2016.
5. The Symptoms of a Disengaged Employee,” Emplify.
6. Vincenzo Sandrone, “F. W. Taylor & Scientific Management,: Harper & Brothers, 2017
7. “Timeline of Labor Issues and Events,” *Wikipedia,* Wikimedia Foundation, Inc.
8. Stephen J. Gill, “Command and Control Leadership,” *The Performance Improvement Blog,* Steven Gill, May 13, 2010.
9. Gary Hamel, “Chapter 1: The End of Management?” *The Future of Management*, Harvard Business School Publishing, Product No. 2509BC, pp 9-16.
10. Keith Sawyer, “Chapter 1: The Power of Collaboration,” *Group Genius*: *The Creative Power of Collaboration, Basic Books*, 2007, pp. 3-19.
11. Marvin Weisbord, Selections, *Productive Workplaces Revisited*, Pfeiffer and Company, 2004, pp. 75-82, 93-98.
 | **So, what’s a high performing workplace, and why are they so rare?**About this course.Getting acquainted: what work experience do we bring to the class?The Innovation Age. What is the nature of most work in the developed economies today?What does a high performing workplace look like in today’s economy? Who runs our companies?Where their management ideas come from: Frederick Taylor and “Scientific Management.” Early dissenting voices –  Kurt Lewin . The “machine model” of the workplace rejected.Recognizing the “human side of enterprise.” The themes we will explore in this course.What productivity challenges have you encountered where you have worked? |
| Session 2July 20 | 1. Worldatwork, “North American Employers Give Pay-for-Performance Programs Low Marks,” *WorldatWork Newsline,*  February 16, 2016.
2. Alan Chapman, “Frederick Herzberg Motivational Theory,” *BusinessBalls.com,* Alan Chapman.
3. “Compensation One of Least Important Factors in Recruiting Millennials,” *WorldatWork Newsline*, Worldatwork, March 12, 2015.
4. Alan G. Robinson and Dean M. Schroeder, “Chapter 3: The Pitfalls of Rewards,” *Ideas Are Free*, Berrett-Koehler Publishers, 2006, pp. 59-84.
5. Daniel Pink, Selections, *Drive, The Surprising Truth About What Motivates Us,”* Penguin Group USA, 2009, pp. 28-32, 36-46, 131-135, 137-138.
6. Matt Egan, “Wells Fargo Still Faces Over a Dozen Probes Tied to Fake Account Scandal,” *CNN Money,* CNN, March 31, 2017, pp 1-2.
7. WorldatWork, “Millennials Value Work-Life, Purpose More than Salary,” *WorldatWork Newsline,* Worldatwork, January 19, *2016.*
8. Jim Whitehurst, “Chapter 2: Igniting Passion,” *The Open Organization: Igniting Passion and Performance,* HBS Publishing, 2015, pp. 25-36.
9. Corey Rosen, John Case, and Martin Staubus, “Ownership: The Performance Additive,” *Equity: Why Employee Ownership Is Good For Business,* Harvard Business School Publishing, pp. 3-18.
10. Jack Stack, “Chapter 1: A Culture of Ownership,” *A Stake in the Outcome*, Random House pp. 1-17.
 | **A Purpose-Driven Workplace**Is money an effective motivator?It starts with a compelling purpose: providing work with meaning.What motivates an entrepreneur to build a business in an industry that isn’t so sexy?Sustainable motivation: a stake in the outcome.An entrepreneurial culture of employee ownership.The workplace as a community. People want to be part of a group, respected within the group. Would a compelling sense of purpose have helped improve your workplace problems? |
| Session 3August 3 | 1. Peter Carbonara, “Gaming the System: How a Traditional Manufacturer Opened Its Books and Turned Employees into Millionaires,” *Forbes,* Forbes.com LLC, 2017.
2. Burt Helm, “Five Unexpected Benefits of Opening Your Books,” *Inc.,* Mansueto Ventures LLC, October 12, 2013.
3. Darren Dahl, “Learning to Think and Act Like an Owner of New Belgium Brewing,” Forbes.com LLC, January 28, 2015.
4. Ellen McGirt, “How Cisco’s CEO John Chambers Is Turning the Tech Giant Socialist,” *Fast Company,* Mansueto Ventures LLC, November 25, 2008.
5. John Rotenstein, “It’s the Culture, Stupid! How Atlassian Maintains an Open Information Culture,” *Management Innovation Exchange,* June 5, 2011.
6. Laszlo Bock, “Chapter 2: Culture Eats Strategy for Breakfast,” *Work Rules!,* Hachette Book Group, 2015, pp. 41-46.
7. Howard Schultz, “The View From the Top,” *Wall Street Journal*, Dow Jones & Company, Inc., May 12, 2015.
8. Deborah Ancona and Elaine Backman, “It’s Not All About You,” *Harvard Business Review*, Harvard Business School Publishing, April 2010.
9. Laszlo Bock, “Chapter 6: Let the Inmates Run the Asylum, *Work Rules!,* Hachette Book Group, 2015, pp. 118-124.
10. Jim Whitehurst, “Building Engagement,” *The Open Organization: Igniting Passion and Performance,* Harvard Business School Publishing, 2015, pp. 61-65; and 72-78.
11. Zappos.com, “Holacracy and Self-Organization,” Zappos Insights, Inc.
12. Richard Feloni, “Zappos’ CEO Says this is the biggest misconception people have about his company’s self-management system,” *Business Insider*, Business Insider Inc., February 2, 2016.
 | **Information flow and “distributed leadership” in the innovation age**What kind of information flow is needed in the innovation age? The developing role of social media. Open book management and the “business-centric culture.”Guest speaker: Garry Ridge, CEO, WD-40 |
| Session 4August 17 | 1. Alan G. Robinson and Dean M. Schroeder, “Chapter 1: The Idea Revolution,” *Ideas Are Free,* Berrett-Koehler Publishers, 2006, pp. 1-28.
2. Kaizen, *Wikipedia,* Wikimedia Foundation, Inc.
3. Gary Hamel and Bill Breen, “Chapter 2: The Ultimate Advantage; From Innovation to Advantage,” *The Future of Management*, Harvard Business School Publishing, Product No. 2510BC, 2007, pp. 27-29
4. Judith Nixon and Marilyn Helms, ed., Total Quality Management,” *Encyclopedia of Management*, 2nd ed. Cengage Learning, Inc., 2006, pp. 735-741.
5. Jessica Stillman, “Help Your Employees Be Fearless,” *Inc.*, Mansueto Ventures LLC, November 22, 2012.
6. Alan G. Robinson and Dean M. Schroeder, “Chapter 1: The Power in Front-Line Ideas,” *The Idea-Driven Organization*, *Berrett-Koehler Publishers*, 2014 pp. 1-21.
7. Amy Beam, “Want to Solve Millennial Engagement? Look Toward the Japanese: Try Kaizen Groups,” October 2017.
8. Leigh Buchanan, “Eileen Fisher: How to Get Your Employees Invested,” *Inc.,* Mansueto Ventures LLC,June 2013.
9. Laszlo Bock, “Chapter 2: Culture Eats Strategy for Breakfast,” *Work Rules!,* Hachette Book Group, 2017, pp. 46-48.
10. Jim Whitehurst, Making Inclusive Decisions, *The Open Organization: Igniting Passion and Performance,* Harvard Business School Publishing, April 19, 2016, pp. 135-157.
 | **Giving employees a voice**: **employee involvement in continuous improvement**In productive workplaces, communication flows in all directions, not simply as commands from management to workers.Guest speaker: Steve Baker, Great Game of Business, Inc.Where it got started: W. E. Deming and the experience in Japan.Involving employees in continuous improvement: better for companies, better for employees.The Idea-Driven Organization of today.Lessons from Google.Lessons from Red Hat. |
| Session 5 | 1. Stephen Covey, “The Third Wave - Organizational Trust: The Principal of Alignment,” *The Speed of Trust: The One Thing That Changes Everything,* Free Press, *2006, pp. 236-245.*
2. Stephen Covey, “Behavior #3: Create Transparency,” *The Speed of Trust: The One Thing That Changes Everything,* Free Press, *2006, pp. 152-157.*
3. William Taylor, “Brand Is Culture, Culture Is Brand,” *Fast Company,* Fast Company, October 6, 2010.
4. Linda Rutherford, “How Does Southwest Airlines Screen Candidates for Culture?” Workforce Magazine, April 4, 2012.
5. Julie Weber, “How Southwest Airlines Hires Such Dedicated People,” *Harvard Business Review,* Harvard Business School Publishing, Reprint No. H02J1B, December 2, 2015.
6. Barry Schuler, “Why Hiring for Fit is Baloney,” *Inc.*, Mansueto Ventures LLC, September 18, 2013.
7. Danae Ringelmann, “Workforce Diversity,” *Berkeley Haas,* Spring 2015.
8. Travis Bradberry, “Why You Need Emotional Intelligence to Succeed.”
9. Laszlo Bock, “Chapter 5, *Don’t Trust Your Gut*,” *Work Rules!,* Hachette Book Group, 2015, pp. 87-101.
10. Jeff Haden, “Best Way to Get Great Talent: Train or Hire?” *Inc.,* Mansueto Ventures LLC, September 27, 2012.
11. WorldatWork, “Traditional Training Programs Fail to Tap Most Important Training Resource: Employees,” *WorldatWork Newsline*, Worldatwork, November 23, 2016.
12. Nicholas Carlson, “Why Marissa Mayer Told Remote Employees to Work in an Office … Or Quit (YHOO),” *Business Insider,* February 24, 2013.
 | **HR policies: A Workforce with the skills and abilities to perform at a high level.**Guest speaker: Jenny Briggs, New Belgium Brewing.Trust: an essential element. Getting the right people on the bus.The characteristics to look for, who to hire.Emotional Intelligence.Adding to what they arrive with: training and development.Physical location: in the office vs. telecommutingFinal review.  |