



Organizational Behavior
MGMT 5301 F2F
Fall 2017

I. INSTRUCTOR, COMMUNICATION & ONLINE LEARNING COMMITMENT

Instructor: Dr. Jody Fry
Office: 318J Founders Hall
Email: Please use Canvas email or the "Course Q&A" Discussion Forum to correspond with me or ask questions Use my TAMUCT email only when Canvas is not available:
fry@tamuct.edu

Office Admin: Andrew McSweeney 254-519-5437.

Phone: I am often away from my office. The best way to contact me to receive a timely response is via Canvas email which I check often during the day.

Office Hours: Online: Mondays & Thursdays 9:00 – 11:00 a.m. By appointment
Campus: Tuesday & Wednesday 2:00-5:00
Hutto EWCHEC: Monday 5:30-6:00

Mode of instruction and course commitment:

This course is a face-to-face course utilizing the TAMUCT Canvas learning management system for class communications, content distribution, and assessments. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site and the required supplemental McGraw-Hill Connect LearnSmart modules.

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. This graduate course is extremely time intensive. In addition, it includes a team project in which your colleagues will be dependent on you to be contentious and put in the time necessary to perform at a high level. Be sure you are ready and willing to meet these time and workload challenges.

Student-instructor interaction: I am accessible mainly through Bb messaging, which I check several times a day during the week and usually at least once on weekends. I will get back to you within 24 hours during the week and within 36 hours on the weekend.

Online Office Hours: During the online office hours listed above I will be at my computer and available for rapid messaging response. I also encourage students to interact with me during office hours to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. If you wish to speak by phone, please email me with your phone number and best times to call. If you wish to access the course web conferencing room (Collaborate) during office hours, please send me a message and we can interact that way (includes video, voice and chat).

Course Q&A, and Case Analysis Outline Discussion Forums: As an additional interaction tool, I have set up discussion boards within the course web site for (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline, given in Appendix B. Please use these forums to ask questions which other students would also benefit from the Professor's response. For questions of a personal or individual nature, use Blackboard messaging.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas. UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/UNILERT>

911 Cellular: Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

II . COURSE INFORMATION Course

Overview and Description:

The purpose of this course is to demonstrate the importance of organizational behavior to your own personal and organizational life. You are or probably will be an employee of an organization—and in all likelihood of several organizations—during your career. You may eventually become a team leader, a manager, or an executive. Studying organizational behavior will help you attain the knowledge and competencies needed to perform effectively in all of these roles. These will help you diagnose, understand, explain, and act on what is happening around you in your job.

Course Objectives: At the conclusion of the course students will be able to:

1. Understand and apply concepts of organizational behavior.
2. Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
3. Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
4. Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
5. Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
6. Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.
7. Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
8. Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
9. Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Student Learning Outcomes by Course Unit and Text Chapter are given in Appendix A.

Learning and demonstrating the ability to perform case analyses is a significant part of this course.

For one individual assignment and multiple team assignments, you are required to apply the Case Analysis Outline in Appendix B. Being able to apply this case analysis process, both individually and as part of a team, is what distinguishes graduate from undergraduate work in management. In doing so you are required to not only learn and demonstrate your knowledge of the basic vocabulary and concepts in organizational behavior, you must demonstrate that you can:

1. Take a real world situation and analyze it using distinct approaches that help you gain insight into the key issues that must be addressed to move the organization to the next significant level of performance.
2. Apply the most relevant concepts or models that can be used to assess the degree to which the organization is following them. The basic assumption here is that individuals and organizations that apply or adhere to these concepts/models are more effective.
3. If these models are being successfully followed and implemented, then the challenge is to offer, select, and implement alternatives that, given the situation analysis, will help insure that the organization remains effective.
4. If there is a discrepancy between the organization's behavior and what is prescribed by these models, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Draw on at least one model that should be followed as part of your implementation strategy that will effectively address the issues you identified in the situation analysis.

The bottom line in all of this is to help you develop the ability and skill to more effectively apply relevant models of organizational behavior in your everyday life. If you can do so, it will fundamentally change the way you view your world and positively influence your personal and organizational effectiveness.

Required Readings and Textbook:

Colquitt, J, LePine, J. & Wesson, M. (2017). *Organizational Behavior*. New York: McGraw-Hill. 5th Edition. ISBN: 9781259934469 (custom).

The 5th edition of the text is required. The Connect LearnSmart modules associated with this text are also required for this course. The ISBN above is a special package price for TAMUCT students for the text plus Connect purchased either through the Bookstore or online directly from McGraw-Hill. Links to purchase the text directly are provided within the course Bb web site. **If you have problems with LearnSmart call the Connect Customer Experience Hotline at 800-331-5094.**

Library EReserves: The TAMUCT Library has arranged to place several supplemental articles and resources on electronic reserve specifically for this class. These resources have been designed directly into the course content within Bb. Students will find the links to these "EReserves" on the Blackboard Course Web Site associated with the Unit where they are assigned.

III. COURSE REQUIREMENTS

Dr. Fry reserves the right to make changes to this Syllabus should circumstances during the semester warrant. Should this occur, a new Syllabus will be posted on the Course Web Site with a different date in the file name Students will be advised via a Course Message and Announcement of the Syllabus change.

Late Submissions: Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days from the due date unless arrangements are made before the due date.

Individual Assignments

- 1. Course Profile and Agreement: (20 points)** This form outlines information about yourself and requires you to agree that you have read and understood the requirements for the course and the responsibilities of a graduate student. Be sure to read the Syllabus fully and tour the course web site prior to signing this form. Should you have questions after reading the Syllabus and touring the web site, post to the Course Q&A Discussion Board and Dr. Fry will respond. This Profile/Course Agreement is due at the end of the first week of class.
- 2. Introductory Discussion Forum: (20 points)** We will be establishing a community of learning in this class and given you will be working in groups, you need to get to know your student colleagues. The first week of class students are required to post an introduction to this Discussion Forum. Be sure to include: What degree you are pursuing, what point are in your studies, your current and past work experience, what you hope to learn in this class, what you are looking for in a team, what you would bring to a team, and a personal tidbit about you (e.g. hobbies or family). Posting a picture is optional. 10 points of your grade is based on an initial posting of at least 2 full paragraphs containing all the information listed above. The additional 10 points is based on responses to at least 2 of your colleagues (5 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class and expectations of a team.

Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile (due by 9/4) and one for the responses to your colleagues (due by 9/10).

- 3. Connect/LearnSmart Assignments (160 points):** This course has LearnSmart assignments for each chapter of the text. The LearnSmart activities challenge your mastery of the content in each chapter, and provide prompts for additional study if needed. Finishing these activities will ensure your better understanding of the content and help prepare you for each Exam. If you only complete part of the activity you will only be given partial credit for the portion of the assignment that you completed.

You must complete each Learn-Smart activity by its due date to receive credit.

Completing each chapter is 10 grading points. Although you can continue working on the activity after the due date you will receive no credit for this extra work. Due dates for your Learn-Smart assignments are given in the Learn-Smart Assignment link and in the Course Schedule.

- 4. Chapter Exams (180 points):** There will be two objective examinations (all true/false and multiple choice questions) during the semester. The exams are non-cumulative, and will include only materials covered in the assigned chapters for that exam. Exam 1 covers 7 chapters plus supplemental information covered to date in the class and be worth 79 points. Exam 2 covers 9 chapters for a possible 101 points. There are 15 questions per chapter and each question is worth .75 points. The best way to prepare for Exams is to complete all Learn-Smart assignments, listen to the Professor video for each chapter, take notes on any supplemental readings, and study the publisher provided PowerPoint presentations.

Exams will be available over a 72 hour period online (see Course Schedule for exact dates/times). Exams will be timed (120 minutes for Exam 1 and 150 minutes for Exam 2) and, once started, must be completed in the same sitting. Exams will be open-book and open-note, however given the time limitations you will only have time to consult notes for a few questions so you must study and be familiar with the material. You only get one attempt at each exam. Due dates for your exams are given in the Exam link and Course Schedule. Make-ups are only for those people who missed the exam due to a medical emergency and documented with a doctor's note. Should you have this situation email Dr. Fry prior to the Exam period closing and request a make-up.

- 5. Organizational Behavior Development Journal Entries (OBDJ) (10 points each, total 100 points):** In this course you are required to compose journal entries in which you record what you have learned from completing each of the assigned exercises or assessments. The **OBDJ** is a key place where you should demonstrate that you have mastered and can apply course concepts. There are entries throughout the semester that are due with each module. Instructions for each entry are included in the course web site modules. Late submittals are NOT allowed for these assignments, you must keep up.

For the **assessment** related assignments students must share their scores, interpret them in accordance with learned text concepts, and then reflect on and discuss the implications for their current and future job settings. Each portion of this analysis for the assessments should be one complete paragraph. **For exercises**, be sure to include the Exercise Questions in bold along with your answers. Expected length for responses is 1-2 complete and fully proofread paragraphs per question.

A well thought out and complete response to each exercise/self- assessment applies concepts from the text to fully support your analysis. Grading points will be based on insightful and thorough treatment of the topic, including accurate application of text concepts.

OBDJ Assignments must be completed on time to receive credit.

The assigned exercises and assessments that will comprise your Organizational Behavior Development Journal are:

1. Ch. 16 University Culture, p. 534
2. Ch. 15 Exercise: Creative Cards, Inc. (p. 503-504) do this as an individual only; address questions in 15.1 & 15.2)
3. Stakeholder Exercise (based on supplemental reading)
4. Ch. 12 Project Team Cohesion, p. 391
5. Ch. 13 Political Skill, p. 423
6. Ch. 4 Core Job Characteristics, p. 107.
7. Ch. 5 Type A Behavior Pattern, p. 140
8. Ch. 7 Unethical Behavior, pp. 224-225 do this as an individual only; address questions in 7.2, 7.4 & 7.5
9. Ch. 9 The Big Five, p. 271
10. Ch. 10 Emotional Intelligence, p. 320

- 6. Individual Case Exam (100 points) –** This individual Exam will require you to analyze a textbook case or an article from a business periodical (e.g., Business Week, Fortune, Forbes, etc.). **This exam requires a case analysis that follows the Case Analysis Outline (see Appendix B).**

This case exam will occur midway through the semester (see Course Schedule) and be an excellent way to show your preparation for the coming group case analyses. Due date and more detail on this exam is given in the course web site. Heed the feedback from this exam, as it will help extensively with your Team group projects.

Students are responsible for all material covered in the course up to the time of the case exam. You will turn in your exam as an attachment through the Exams link on the Course Menu. You must organize your exam using headings and subheadings that reflect the Case Analysis Outline. The Rubric to be used to grade the Case Exam will be provided on the course web site.

7. Individual Analysis of Team: Team Assessment and Plan for Change

(80 points) - This last assignment challenges you to analyze the factors that influenced your team's effectiveness and to offer suggestions for how your team could have been more effective, given

you had the time to implement your recommendations. *You will need the "data" of how your team formed and worked together throughout the semester so be sure to take process notes throughout your team's development that you can refer back to for this analysis.*

The written paper for this Individual Analysis of Team assignment should be 7-10 pages (double-spaced) and organized as follows:

- a. Give a brief chronology of your team's development. Be sure and draw on relevant material on the models of team development and support the stages you identify with data about your team's developmental path.
- b. Analyze your team using your scores from the Team Assessment Inventory that is included in Canvas link to EReserves. Be sure and summarize the scores and interpret them for each of the seven sections of the inventory (I-VII). **Also identify the most relevant items with their scores for each section and draw on or them to illustrate the major points you make.**
- c. Then use this analysis to support your answers to the following two questions:
 - Based on this inventory, what specific changes would you propose to improve the effectiveness of your team?
 - What team dysfunctions are suggested by your team scores? If none, explain why you believe this was the case.

As part of your analysis please provide assessment of each team member's contributions though the peer evaluation form attached to this assignment. No late submissions will be accepted for this assignment.

Team Assignments:

8. Team Process Assignment (25 Points): This assignment requires you as a team to begin forming and examine the process of how you will work together – one of the primary areas of focus in the study of organizational behavior. **Follow the outline given in the Team Handbook provided in the EReserves on the Course web site as an attachment with this assignment.**

- I. Who are we?
- II. What do we want to accomplish?
- III. How do we organize to meet our goals?
- IV. How will we operate?
- V. How do we continuously learn and improve?

For section 1, follow suggestions 1 & 3 (p. 4) for each group member.

For section 2, address all four categories on page 5. This is about your team and the process you will follow to make sure your team goals are met.

For section 3, discuss the three major aspects that are essential to organizing a team, especially the roles that will be assigned to each team member.

For section 4, be specific about who will do what and how you will operate. See chapter 12 for more on this.

For section 5, all will not be rosy. Address how you will handle such things as conflict and disagreements over the quality and quantity of a team member's contribution and how to provide feedback if/when this comes up.

Finally, in this assignment collectively come up with a team name.

You will turn in your Team Process Assignment as an attachment through the assignments link on the Course Menu, which will also include its due date. Use this format – Course Identification and Term_Team Process Assignment_Your Team Name. Submit only one assignment per group.

This is a pass/fail assignment. Your team will have two attempts. If you do not achieve 25 points on the first try, your second attempt you will only be able to achieve 15 points so best to complete the assignment completely the first time.

9. Team Assigned Case Presentation (75 points) – There will be one assigned case (either text or article-based) that you will analyze and prepare as a team. See the Assignments course link and Course schedule for when your team’s assigned case presentation is due. Use the Case Analysis Outline in Appendix B as a guide for your presentation.

The analysis submission should be a Power Point Presentation with notes. Your notes should provide enough detail to demonstrate that it follows the Case Analysis Outline. You will turn in your Case Presentation as an attachment through the assignments link on the Course Menu. Use this format –Course Identification and Term_ Team Text Presentation (name of case)_Your Team Name.

10. Final Team Project (240 points) - The **final exam** will consist of a group case written analysis of a real organization of your Team’s choice. During the semester you will pick an organization and research it as a case study. This can be an organization where you are employed or a FORTUNE 500 company. The project is divided into two phases:

a. Final Team Project Proposal (40 points): As a group brainstorm and decide on a company you want to research extensively for your final case assignment. Use the library resources to find credible company information. Be sure there is enough publicly published information about the company to pull together a well written in-depth case analysis. After deciding on your company, and finding at least 5 credible written sources, submit a 2-3 page proposal for approval. It should follow as much as possible at this stage the Case Analysis Outline. In particular formulate an initial management question and provide sources in proper APA format (use the library links for sources and APA format). **Submit your proposal through the assignments link, which will also give its due date. Grading criteria for this proposal is provided in the Assignment in Blackboard.** *After these proposals are graded, each team is required to hold a web conferencing meeting with Dr. Fry to receive feedback and discuss the upcoming major case analysis paper. Dr. Fry will post possible meeting times and each team will determine a 1st and 2nd choice time. A majority of the team members must attend. It is up to the team members to decide the meeting format (e.g., Skype, Zoom, Blackboard Collaborate), and offer all members, including Dr. Fry, invitations to the meeting.*

b. Final Case Analysis Paper (200 points): The analysis of the company, the format of the report and its grading will follow that of the Case Analysis Outline in Appendix B. Since you are analyzing an organization of your choice instead of a company in an article I have provided, it is incumbent on you to write up enough detail on the organization so that I can follow the application of course concepts/models to the case situation. **A general rule of thumb is that the case situation write up should comprise about 50% of your paper.**

The paper will be due the final week of the semester and should be 15-20 double-spaced pages (exclusive of cover page, table of contents, references and attachments), APA style, 1 inch margins, 12 pitch, times new roman font. The final paper should use at least ten CREDIBLE references with citations.

Make sure that every citation in your references is cited in the body of your paper. Multiple citations from the same web site only count as one citation toward the ten reference requirement. **Students in online classes do not need to prepare a PowerPoint Presentation for this assignment. Face-to face classes will present their case analysis the last class of the semester and will need to prepare a formal**

presentation.

Be sure and take advantage of the library links in the course menu AND the business librarian, who is at your disposal for help on this project. It is not sufficient to use “googling” to find sources for this paper, you must use the library databases to find credible business press sources. Submit your Final Team Project through the assignments link, which will also give its due date (last Wednesday of the semester). **No late submissions will be accepted for this project.**

Team Member and Individual Performance:

Collaboration is permitted **ONLY** for the team assignments. All other work in the course must be your individual work.

Teams will be assigned the third week of the semester. Based on the Introductory Discussion Forum, students are allowed to either form their own teams or be assigned to a Team. Teams are made of 5 members. If you wish to form your own team, contact fellow students via the course messaging system and obtain their agreement to join the team prior to messaging Dr. Fry. **Team preferences MUST be sent in a course message (copying all team members) to Dr. Fry by WEDNESDAY of week 2 by the latest.** At that point anyone not on a Team will be assigned to a Team.

Teams should begin working together immediately and will be given a Team page that includes a Team discussion forum, Collaborate room, and Wiki.

I expect each team member to fully participate on team projects. All team members will receive the same grade for the team assignments. However, I reserve the right to make exceptions to that practice as circumstances such as performance imbalance or communication issues warrant. I also reserve the right to administer peer evaluations at any time and to consider these in the allocation of grades among team members.

If at any time, you believe that a team member is not living up to his/her commitments, you have the right to remove them from your team. To remove a team member:

1. First, meet as a team either in person or through the Collaborate web- conferencing tool you have been provided and discuss the issue with the offending team member. Document your meeting in writing and send it to me via a message.
2. I will then initiate a conversation with the offending team member.
3. If the situation fails to improve, document the team member's lack of participation and performance.
4. Notify me in writing of the situation.
5. If I decide to remove the team member after consulting with the offended team members and the offending team member, the terminated member will be responsible for completing an independent Team Assigned Case Presentation and/or Final Case Project on their own.

Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days from the due date unless arrangements are made before the due date.

Summary of Exam and Assignment Grading Points:

Activity	Possible Points
Course Profile/Agreement	20
Introductory Discussion Forum	20
Chapter Exams	180
LearnSmart Modules	160
Individual Case Exam	100
Team Process Assignment	25
Final Team Project Proposal	40
Team Assigned Case Presentation	75
OB Development Journal Entries (10 @ 10 points each)	100
Final Group Case Project	200
Individual Analysis of Team	80
T O T A L possible points	1,000

Course Grades will be calculated as follows:

Course LETTER GRADE	Total Point Range
"A"	900-1000
"B"	800-899
"C"	700-799
"D"	600-699
"F"	599 or below

Note #1: There will be **no deviation from the associated points required for a certain letter grade** show in the table above.

Note #2: Extra Credit: There is no extra credit in this course.

Note #3: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances and then only if a significant percentage of the course has been satisfactorily completed. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. Texas A&M University Central Texas uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

Note #4: Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will be no reviewing of previously graded material at the end of the semester.

Note #5 - Peer Evaluation: All students must fill out one or more peer evaluation forms. I use this as a mechanism to determine an individual's contribution to the team's effort. If you rate a team member significantly higher or lower than the other team members, you must write down the specifics of the situation and justify your rating.

Note #6 - Posting of Grades: Grades for Chapter Exams will be posted the day after the availability period has passed. Grades for Major assignments and the Individual Case Exams will be posted within one week following the due date. Grades for the LearnSmart assignments will be available as soon as you complete them.

IV. Course Schedule

Note: All LearnSmart and OBDJ Assignments are due by midnight Sunday of the week they are assigned.

Dates	Unit	Text Chapter	Subject/Readings	Assignments OBDJ = Org. Behavior Development Journal LS = LearnSmart
Aug 28 – Sept 3	1	Ch. 1	Introduction/Syllabi What is Organizational Behavior	View Course Welcome Read Syllabus Read Ch. 1 View Unit 1 & Ch. 1 Videos Course Profile/Agreement Due 9/3 Intro discussion forum first posts due 9/4
Sept 4-10		Ch. 16	Organizational Culture	Read Ch. 16 View Ch. 16 Video Intro discussion forum second posts due 9/10 OBDJ Entry #1, Ch. 16 LS Chapters 1, 16
Sept 11-17	2	Ch. 15	Organizational Structure EReserve – Team Handbook	Read Ch. 15; View Ch. 15 Video Read “Team Handbook” on EReserves OBDJ Entry #2, Ch. 15 Team Assignments posted by 9/10, 6 p.m. LS Chapter 15

Sept 18-24			Case & Situational Analysis EReserve – Savage et al. Stakeholder Analysis article	Review Video, PPT & Article on Case, Situation and Stakeholder Analysis OBDJ #3 - Stakeholder analysis
Sept 25-Oct 1	3	Ch. 11	Teams – Characteristics and Diversity	Read Ch. 11 View Ch. 11 Video LS Chapter 11
Oct 2-8		Ch. 12	Teams – Processes and Characteristics	Read Ch. 12; View Ch. 12 Video; Review Supplemental Team Materials – Course Web Site OBDJ #4 – Ch. 12 LS Chapter 12 Team Process Assignment due 10/8
Oct 9-15	4	Ch. 13	Leadership: Power and Negotiation Leadership: Styles and Behavior	Read Ch. 13 View Ch. 13 Video OBDJ Entry #5, Ch. 13 LS Chapter 13
Oct 16-22		Ch. 14	Exam 1 (Covers Ch. 1, 11- 16 plus supplements)	Read Ch. 14 View Ch. 14 Video LS Chapter 14 Exam 1 Available 10/18, due 10/22
Oct 23-29	5	Ch. 2 Ch. 3	Job Performance Organizational Commitment	Read Chapters 2 & 3 View Ch. 2 & 3 Videos LS Chapters 2 & 3 Final Team Case Project Proposal Due 10/25 Individual Case Exam Available 10/26

Oct 30- Nov 5		Ch. 4	Job Satisfaction	Read Ch. 4 View Ch. 4 Video Individual Case Exam Due 11/5 OBDJ Entry #6. Ch. 4 LS Chapter 4
Nov 6-12	6	Ch 5 Ch 6	Stress Motivation	Read Ch. 5 & 6 View Ch 5 & 6 Videos OBDJ Entry #7, Ch. 5 LS Chapter 5 & 6 Team Assigned Case Presentation Available 11/9
Nov 13-19		Ch 7	Trust, Justice and Ethics Supplemental EReserve Reading on Ethics	Read Ch 7 & Supplemental Article View Ch 7 Video OBDJ Entry #8, Ch. 7 LS Chapter 7 Team Assigned Case Presentation Due 11/19
Nov 20-26	7	Ch. 8 Ch. 9	Learning and Decision Making Personality and Cultural Values Ability	Read Ch. 8, 9 & 10 View Ch. 8, 9 & 10 Videos OBDJ Entry #9, Ch. 9 LS Chapters 8 & 9
Nov 27- Dec 3		Ch. 10	Exam 2 (Covers Chapters 2- 10 plus supplemental content)	LS Chapter 10 OBDJ Entry #10, Ch. 10 Exam 2 Available 11/29 - 12/3
Dec 4-13	8		Course Wrap-Up	Final Team Project Paper Due 12/6 Individual Analysis of Team Due 12/11

IV. PROFESSIONAL WRITING AND COMMUNICATION STANDARDS

Course Standards: Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email/messaging correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards, including one inch margins and 12 pitch Times New Roman font. For information on APA standards and correct citation formats consult the [APA Publication Manual](#), and/or link to the Library and Research sources on the course menu. These key links include:

Overview library guide for citing:

<http://tamuct.libguides.com/c.php?g=206634>

Purdue Online Writing Lab for APA:

<https://owl.english.purdue.edu/owl/section/2/10/>

University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

University Library Services: *Information literacy* focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class in conjunction with the final Team Case Project.

Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

<http://tamuct.libguides.com/c.php?g=117073&p=762177>

These databases, such as *Business Source Complete* and *Hoover's*, go well beyond what students can find by just "googling" their company. These resources are not available to the general public, your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research. **Ms. Margaret Dawson** is the lead Business Librarian and she is available to assist you and your team with your research. Her email is madawson@tamuct.edu; she is Blackboard proficient and can meet with you via chat, web-conferencing, in-person or phone.

V. TECHNOLOGY REQUIREMENTS AND SUPPORT

Canvas Competency and Computer/Internet Access: This course will use the TAMU-CT Canvas Learn learning management system (LMS) for class communications, content distribution, and assessments.

- **Logon** to <https://tamuct.instructure.com> to access the course.
- **Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- **Initial password:** Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course and taking it a semester when a face to face option is offered.

As of this Syllabus's printing Chrome is the suggested browser to use with TAMUCT's Canvas LMS (please note this could change).

Computer Compatibility: Be sure to check browser compatibility for all computer you use for this course. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. *Issues with technology or your personal computer are not allowable reasons for missing a deadline, be sure you have the correct computer configurations and have a back-up computer available.*

Your ability to function well within the Canvas system will improve your success in this course. Links are provided via your Dashboard to become more proficient on the Canvas LMS, be sure to access and view these resources.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Issues & Troubleshooting: For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu Phone: (254) 519-5466
Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact Dr. Fry. The Course Q&A Discussion

Forum on the course web site is specifically for this purpose, please post questions to this forum so all students can benefit from my responses. Canvas email should be used if the issue is an individual one.

VI. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. More information can be found at: <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Academic Accommodations: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [<https://www.tamuct.edu/departments/access-inclusion>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.edu/departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at ldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Appendix A
MGMT 501 Organizational Behavior Unit/Chapter Learning
Outcomes

Unit 1: Introduction to Organizational Behavior

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Comprehend and analyze the importance of organizational structure and organizational culture within an organization.

Chapter 1 What is Organizational Behavior? Learning Outcomes (LO's)

- 1.1 Define “organizational behavior” (OB).
- 1.2 Identify the two primary outcomes in studies of OB.
- 1.3 Give examples why firms that are good at OB tend to be more profitable.
- 1.4 Defend the role of theory in the scientific method.
- 1.5 Distinguish how correlations are interpreted.

Chapter 16 Organizational Culture LO's:

- 16.1 Define organizational culture, and identify its components.
- 16.2 Recognize what makes a culture strong, and if it is always good for an organization to have a strong culture.
- 16.3 Discuss how organizations maintain their culture and how they change it.
- 16.4 Explain how “person–organization fit” affects job performance and organizational commitment.
- 16.5 Identify the steps organizations can take to make sure that newcomers will fit with their culture.

Unit 2: Organizational Structure and Introduction to Case Situation Analysis

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.

Chapter 15 Organizational Structure LO's:

- 15.1 Explain organizational structure and what it consists of.
- 15.2 Identify the major elements of an organizational structure and organizational design.
- 15.3 Discuss some of the more common organizational forms that an organization might adopt for its structure.
- 15.4 Distinguish how organizational restructuring affects job performance and organizational commitment.
- 15.5 Recognize the steps that organizations can take to reduce the negative effects of restructuring efforts.

Basics of Case and Situational Analysis LO's:

1. Understand and evaluate the purpose of a company's Vision/Purpose/Mission/Values Statements.
2. Identify the major stakeholder groups impacting and impacted by the organization.
3. Evaluate whether stakeholder groups' expectations are being met by an organization.
4. Utilize an established stakeholder model to determine actions to rectify stakeholder issues.

Unit 3: Teams

Applicable Course Level Objectives:

- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.

Chapter 11 Team Characteristics and Diversity LO's:

- 11.1 Identify the five general team types and their defining characteristics.
- 11.2 Recognize the three general types of team interdependence.
- 11.3 Identify the factors involved in team composition.
- 11.4 Identify the types of team diversity and how they influence team functioning.
- 11.5 Explain how team characteristics and compensation influence team effectiveness.

Chapter 12 Team Processes and Characteristics LO's:

- 12.1 Identify examples of team activities that fall into the task work and team work process categories.
- 12.2 Recognize the factors that influence the communication process in teams.
- 12.3 Explain how team processes affect team performance and team commitment.
- 12.4 Discuss the steps organizations can take to improve team processes.
- 12.5 Participate in new team formation and analyze the steps involved.

Unit 4: Leadership

Applicable Course Level Objectives:

1. Understand and apply concepts of organizational behavior.
2. Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
3. Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
4. Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.
5. Comprehend and analyze the importance of organizational structure and organizational culture within an organization.

Chapter 13 Leadership Power and Negotiation LO's:

- 13.1 Define leadership, and identify the different types of power and the role it plays in leadership.
- 13.2 Identify which of a leader's behaviors is most effective when he or she is trying to influence others.
- 13.3 Discuss organizational politics, and identify when political behavior is most likely to occur.
- 13.4 Identify the ways that leaders resolve conflicts and negotiate in the workplace.
- 13.5 Explain how power and influence affect job performance and organizational commitment.

Chapter 14 Leadership Style and Behavior LO's:

- 14.1 Identify the traits and characteristics that are related to leader emergence and leader effectiveness.
- 14.2 Identify the four styles leaders can use to make decisions. Identify what factors combine to make these styles most effective in a given situation.
- 14.3 Differentiate transformational leadership from transactional leadership and which behaviors set it apart.
- 14.4 Explain how leadership can affect job performance and organizational commitment.

Unit 5: Job Performance, Satisfaction and Organizational Commitment

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Chapter 2 Job Performance LO's:

- 2.1 Define job and task performance.
- 2.2 Explain how organizations identify the behaviors that underlie task performance.
- 2.3 Identify citizenship behavior.
- 2.4 Recognize how organizations can use job performance information to manage employee performance.

Chapter 3 Organizational Commitment LO's:

- 3.1 Explain how organizational commitment and withdrawal behavior are connected.
- 3.2 Define the three types of organizational commitment.
- 3.3 Identify the four primary responses to negative events at work.
- 3.4 Recognize how organizations can foster a sense of commitment among employees.

Chapter 4 Job Satisfaction LO's:

- 4.1 Define job satisfaction.
- 4.2 Identify how values affect job satisfaction.
- 4.3 Recognize the specific facets that employees consider when evaluating their job satisfaction.
- 4.4 Discuss the job characteristics that can create a sense of satisfaction with the work itself.
- 4.5 Discuss the steps an organization can take to assess and manage job satisfaction.

Unit 6 Stress, Motivation and Ethics

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Chapter 5 Stress LO's:

- 5.1 Identify the four main types of stressors.
- 5.2 Explain how individuals cope with stress.
- 5.3 Discuss how the Type A Behavior Pattern influences the stress process.
- 5.4 Recognize the steps organizations can take to manage employee stress.

Chapter 6 Motivation LO's:

- 6.1 Define motivation.
- 6.2 Identify the three beliefs that help determine work effort, according to expectancy theory.
- 6.3 Identify two qualities that make goals strong predictors of task performance, according to goal setting theory.
- 6.4 Explain what it means to be equitably treated according to equity theory.
- 6.5 Recognize the four beliefs that determine empowerment levels.
- 6.6 Explain how motivation affects job performance and organizational commitment.

Chapter 7 Trust, Justice and Ethics LO's:

- 7.1 Identify the three sources in which trust is rooted.
- 7.2 Apply the four-component model of ethical decision-making.
- 7.3 Describe how trust affects job performance and organizational commitment.
- 7.4 Identify the steps that organizations can take to become more trustworthy.

Unit 7 Learning. Decision Making. Personality and Ability

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Chapter 8 Learning and Decision Making LO's:

- 8.1 Identify the types of knowledge employees can gain as they learn and build expertise.
- 8.2 Label the methods by which employees learn in organizations.
- 8.3 Explain how learning affects job performance and organizational commitment.
- 8.4 Recognize the steps organizations can take to foster learning.

Chapter 9 Personality and Cultural Values LO's:

- 9.1 Define *personality* and *cultural values*.
- 9.2 Identify the taxonomies that can be used to describe personality, including the Big Five.
- 9.3 Explain how personality affects job performance and organizational commitment.
- 9.4 Determine if personality tests are useful tools for organizational hiring.

Chapter 10 Ability

- 10.1 Identify the various types of cognitive, emotional and physical ability.
- 10.2 Discuss how cognitive ability affects job performance and organizational commitment.
- 10.3 Recognize the steps organizations can take to hire people with high levels of cognitive ability.

Unit 8 Course Wrap-up

Applicable Course Level Objectives:

- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
- Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.
- Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Appendix B
Organizational Behavior
Management 5301 Case Analysis Outline

Develop a complete and thorough case analysis, considering the following analysis outline. You must place appropriate headings that mirror this outline before each section of your analysis. Develop your analysis with *full explanation, illustration, and supporting concepts/theories* you have learned through your course study. Demonstrate that you know the language of organizational behavior. Use heading and subheadings that mirror the outline format.

For the Final Team Case Project you must write up enough detail about the organization so that you can adequately support your analysis. This should be approximately half of your case, although these specifics may be offered in various parts of your analysis.

1. **Situation Analysis (20%):** Describe briefly in summary form the management situation reflected in the case. This is not a restating of the case details or history. Instead, it captures the essence of the management situation and leads to the development of the issue(s) statement to follow. Be sure and include a:
 - A. Vision/Purpose/Mission/Values Statement
Identify any issues related to:
 1. The organization not having a stated set of Vision/Purpose/ Mission/Values.
 2. The organization not living up to its stated set of Vision/Purpose/Mission/Values.
 - B. Stakeholder analysis:
 1. Identify key stakeholders.
 2. Identify expectations for each stakeholder.
 3. **Identify any issues related to** unmet stakeholder expectations.
 4. Apply the Savage et al., framework to the stakeholders and other relevant organizations (e.g. competitors) in the case.
2. **Issue(s) Statement & Management Question (15%):**
 - A. List and briefly summarize the key issues you identified in your Situation Analysis.
 - B. Close this section with a *single, concise but comprehensive underlying management question* that must be answered to address the key issues from A.
3. **Organizational Behavior Analysis (35%):** Apply in-depth 3-4 course concepts/models. This means that you should identify a model/concept (e.g., Org. Structure from Ch. 15, the Big Five Personality Factors from Ch. 5) and use it to analyze/describe what's going on in the case relative to the key issues and the management question to be addressed. If the case differs from what the model suggests or recommends, this provides evidence that the model can be useful in addressing the key issues and answering the management question.
4. **Identification and Evaluation of Alternatives (15%):** Based on the Organizational behavior Analysis, identify three or more specific, mutually exclusive options/alternatives that should be evaluated to address the issues and the underlying problem. Label each with a brief key word name that identifies the alternative, i.e., Reorganize the Division. Then develop and fully discuss the pro's and con's, and related implications of each alternative.
5. **Recommended Alternative (5%):** Which of the alternatives in Section 4 does your team recommend and why? Give 2-3 concrete reasons this is the best alternative.
6. **Implementation and Conclusion (10%):** Describe and discuss the strategic and operational issues related to implementing the recommended alternative. Include a course concept/model to follow along with a timeline for implementing it.