



Organization Theory and Design
MGMT 5308 Online
FALL 2017

I. INSTRUCTOR, COMMUNICATION & ONLINE LEARNING OMMITTMENT

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 EWCHC: Monday 5:30-6:00

Mode of instruction and course commitment:

This course is a 100% online 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 relevance of theories, processes, and “fit” models of organization design. Emphasis is placed on alignment of business strategy with structure, technology, information systems, reward systems, people, culture and management processes - including organization-environment and interorganizational relations, innovation, control systems, decision making, conflict, and power and politics. Compares and contrasts the flexible, adaptive learning organization with the traditional centralized, standardized, and formalized bureaucratic organization.

Course Objective: As a result of completing this course, the learner will be able to; and

Course Student Learning Outcomes (SLO):

1. Identify key theories, concepts, and models of organization design.
2. Compare and contrast the flexible, adaptive learning organization with the traditional centralized, standardized, and formalized organization.
3. Formulate how to align the organizations structure, technology, information systems, reward systems, people and culture with organizational goals and strategies.
4. Evaluate courses of action to address complex organization design issues from multiple theoretical perspectives.
5. Conduct an organization design analysis of an organization.

Student Learning Outcomes by Text Chapter are given in Appendix A

Required Reading and Textbook(s):

Daft, R.L (2012) *Organization Theory and Design* (12th Ed.). Mason, Ohio: South-Western.

Hardcopy: ISBN 9781285866345

Loose leaf: ISBN 9781305629943

eBook: ISBN 9781305850422

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online

retailer.

Reference for citations: American Psychological Association. (2009). Publication Manual of American Psychological Association (6th ed.). Washington, D.C

III. COURSE REQUIREMENTS

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.

Discussion Forums:

Introductory Biography Statement (10 points): Submit a MS-Word document covering a short bio of yourself (pic optional). I would expect to see in your bio information relating to your major, current student status, interests and anything else you deem relevant.

Course Q&A, and Case Analysis Out line Discussion Forums: I have also set up discussion boards 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.

Examinations:

Chapter Exams (150 points): There will be four examinations during the semester. The exams are non-cumulative, and will include only materials covered in the assigned chapters for that exam. 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 Schedule of Assignments and Exams course link. Make ups are only for those people who missed the exam with legitimate and documentable excuses (not being prepared is not a legitimate excuse for not taking an exam during its regularly scheduled time). **Make ups will be give the weekend following the scheduled exam. If you miss that exam there will be one last chance to take it the last week of the semester.**

For help in how to prepare for objective exams see:

<http://people.uwec.edu/ivogeler/multiple.htm>

<http://www.houghton.edu/academics/academic-resources/center-for-academic-success-and-advising/study-advisement/test-taking/multiple-choice-and-truefalse-tests/>

Most exams will be available over a 72 hour period online (e.g., Friday 8:00 AM – Sunday, 11:59 PM). Exams will be timed and once started must be completed.

Written Assignments:

For one individual exam and two team written 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 in organizational design, you must demonstrate that you can:

1. Take a real world situation and analyze it using three 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/implemented (an example would be Southwest Airlines), 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 design 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 design 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 as you define it.

1. Individual Case Exam (200 points) - There will be one **open-book, open-notes case examination**. This 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 is an excellent way to show your preparation for the coming team case analyses. Heed the feedback from this exam as it will help extensively with your Team 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 Quizzes 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 follow the Case Analysis Outline.

You will turn in your exam as an attachment through the Exams link on the Course Menu. Please include a title page. Use this format – Course Identification and Term_ Individual Case Exam Your Last Name.

You must organize your exam using headings and subheadings that reflect the Case Analysis Outline. It is not a good idea to make me hunt for your answers. of Exams and Assignments course link for the due date for your Individual Case Exam. See the Syllabus link in the course menu for the due date.

2. Team Process Assignment (40 points): This assignment requires you as a team to 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 that is provided as an attachment with this assignment, which will also give its due date:**

- 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 (See chapter 13 and How Do You handle Conflict Exercise page 553).

This is a pass/fail assignment; your group will either get 40 points or none. If you do NOT get the 40 points on the first try, you will have a second chance to pass, but then passing will only give your team 25 points - so do a good job the first time around and you will NOT lose points or time!

Failure to get my approval on this assignment will result in a five point deduction on the final grade of all team members.

NOTE THAT ONLY ONE ASSIGNMENT PER TEAM IS PERMITTED TO BE SUBMITTED.

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.

3. Team Assigned Case Presentations (200 of your grade) – There will be one assigned case that you will prepare as a team. See the Syllabus course link for when your team's case presentation is due. Use the Case Analysis Outline in Appendix B as a guide for your presentation.

The presentation 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, which will also give its due date. Use this format –Course Identification and Term_Team Text Presentation (name of case)_Your Team Name.

4. Management Competency Journal (150 of your grade): The Management Competency Journal (MCJ) is where, through assigned cases and exercises, you are required to demonstrate that you have mastered and can apply course concepts/models from ten of the course chapters. **See Appendix C for more detailed instructions for completing this assignment.**

No late submissions will be accepted for any MCJ assignment.

5. Final Team Case Project Proposal (50 points): Submit a 5-6 page proposal for my approval. It should follow section 1 & 2 of the Case Analysis Outline. In particular try to formulate an initial management question. Submit your proposal through the assignments course link. Failure to get my approval on this assignment will result in a five point deduction on the final grade of all team members.

I suggest that you first send me an email in which you identify the organization you want to study and the reason why you find it interesting before you get too far into this assignment so I can make sure you are getting off to a good start.

6. Final Team Project Paper (200 points): 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

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 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. **Use at least ten references with citations. Also make sure that all citations in your reference section are cited in the body of your paper. Multiple citations from the same web site only count as one citation toward the ten reference requirement.**

Be sure and take advantage of the library link in the course menu. This will be an important source of references and background material for your Final Team Project.

Submit your Final Team Project through the assignments link. Use this format – Course Identification_Final Case Project (name of company)_Your Team Name.

No late submission will be accepted for this project unless arrangements are made before the due date.

7. Team Member and Individual Performance: Team collaboration is permitted ONLY for the team assignments. All other work in the course must be your individual work. I expect each team member to fully participate on team projects, as all team members will receive the same grade. However, I reserve the right to make exceptions to that practice as circumstances such as performance imbalance, freeriding, or communication issues warrant. I also reserve the right to administer peer evaluations at any time for your projects and to consider these in the allocation of grades among team members. I strongly urge you to discuss your mutual expectations with your 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 group.

To remove a team member:

1. First, meet as a team either in person or through one of the collaboration tools you have available and discuss the issue with the offending team member. Document your meeting in writing and send it to me via email.
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 all remaining team projects on their own.

Grading Criteria Rubric and Conversion: 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

Activity	Possible Points
Introductory Discussion Forum	10
Chapter Exams	150
Individual case Exam	200
Team Process Assignment	40
Final Team Project proposal	50
Team Assigned Case Presentation	200
Management Competency Journal	150
Final Team Case Project	200
T O T A L	1000

NOTE #1: There is **NO EXTRA CREDIT** in this course.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. At least 80% of the course requirements must be met before an incomplete will be considered. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of class. 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. TAMUCT uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

NOTE #3: Questions concerning one's grade on a particular submission (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 #4 - Peer Evaluation: All students must fill out one or more peer evaluations. I use this as a mechanism to determine an individual's contribution to the group's effort. The primary impact of the evaluation is on a student's Final Case grade. If you rate a group member significantly higher or lower than the other group members, you must write down the specifics of the situation and justify your rating.

Note #5 – Class participation: For face-to-face classes, class participation can only enhance your grade. You can receive extra points for participation that might make a difference if your are 1-2 points below the next highest letter grade. The most objective way to influence your participation score is to type up and turn in homework assignments.

Posting of Grades: Grades for Chapter Exams will be posted the day after the availability period has passed. Grades for Major assignments will be posted within one week following the due date.

IV. COURSE OUTLINE AND CALENDAR

FOR A SUMMARY OF EXAM & ASSIGNMENT DUE DATES SEE THE SYLLABUS LINK IN CANVAS

Initial Course Outline (The course calendar in Blackboard is the official schedule for course activities and due dates):

Dates	Unit	Class/ Activity	Subject	<p>Assignments</p> <p>This syllabus is subject to change. The Canvas Syllabus course link contains the official due dates for assignments, exams, and other graded activities.</p> <p>MCJ=Management Competency Journal</p>
Aug 28 – Sept 3	1	Chap 1	Introduction/Syllabi Organizations and Organization Theory	<p>1. Go over material on Home page in the course menu</p> <p>2. Read Course Syllabus.</p> <p>3. Read and view video for Ch 1</p> <p>4. Post Introductory Biography on Discussion Board.</p> <p>5. MCJ #1: Measuring Dimensions of Organization</p>
Sept 4-10	2	Chapter 2	Strategy, Organizational Design, and Effectiveness	<p>1. Read and view videos for Ch 2</p> <p>2. Review Case Analysis Outline</p> <p>3. Case Overview: University Art Museum: Illustration of applying the Case Analysis Outline</p> <p>4. Review the assignments that require the use of the Case Analysis Outline (see Appendix B).</p> <p>5. Review the materials and videos in the Case Analysis Resources Module.</p> <p>6. MCJ #2: Covington Corrugated Parts and Service.</p>
Sept 11-24	3	Chapter 3	Fundamentals of Organization Structure	<p>1. Read and view videos for Ch 3</p> <p>2. Case Overviews: Aquarius Advertising & CC Grocery</p> <p>3. Assign Groups</p> <p>4. MCJ #3: You and Organization Structure</p> <p>5. Exam 1 Chs.1-3</p>
Sept 25- Oct 1	4	Chapter 4	The External Environment	<p>1. Read and view videos for Chapter 4:</p> <p>2. Case Overview: Acme & Omega</p>
Oct 2-8	5	Chapter 5	Interorganizational Relationships	<p>1. Read and view videos for Ch 5</p> <p>2. Case Overview: Why Is Cooperation So Hard?</p> <p>3. MCJ #4: Oxford Plastics Company</p> <p>4. Team Process Assignment Due.</p>

Oct 9-15	6	Chapter 6	Designing Organizations for International Environments	1. Read and view video for Ch 6 2. Case Overview: Rhodes Industries MCJ #5: TopDog Software
Oct 16-22	7	Chapter 7	Manufacturing and Service Technologies	1. Read and view videos for Ch 7 2. Exam 2 Chs. 4-7 3. Individual Case Exam Due
Oct 23-29	8	Chapter 8	Using IT for Coordination and Control	1. Read and view videos for Ch 8 2. Case Overview: Century Medical 3. Team Case Project Proposal Due 4. MCJ #6: Is Anybody Listening
Oct 30-Nov 5	9	Chapter 9	Organizational Size, Life Cycle, and Decline	1. Read and view videos for Ch 9 2. Case Overview: Sunflower Inc. 3. MCJ #7: Control Mechanisms
Nov 6-12	10	Chapter 10	Organizational Culture and Ethical Values	1. Read and view videos for Ch 10 2. Case Overview: Milkshake Taste Funny? 3 Team Assigned Case Presentation Due 4. Exam 3 Chs 8-11 5. MCJ #8: The Power of Ethics
Nov 13-19	11	Chapter 11	Innovation and Change	1. Read and review videos for Ch 11 2. MCJ #9: Southern Discomfort.
Nov 20-26	12	Chapter 12	Decision-Making Processes	1. Read and view videos for Ch 12 2. Case Overview: Cracking The Whip
Nov 27-Dec 3	13	Chapter 13	Conflict, Power, and Politics	1. Read and view videos for Ch 13 2. Case Overview: Daily Tribune 3. MCJ #10: How Do You Handle Conflict? 4. Exam 4 Chs. 12-13
Dec 4 - 11	14			Final Team Case Project Peer Evaluations

V. 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/>].

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.

VI. 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.

VII. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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-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 webpage](http://www.tamuct.edu/departments/access-inclusion): <http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT 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.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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

If you qualify for and require disability accommodation for any aspect of this course please contact Dr. Fry, with the proper paperwork, during the first week of class.

Tutoring: Tutoring is available to all TAMUCT 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 Kim Wood at k.wood@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 TAMUCT 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-4pm Monday- Thursday during the summer semester (June 5, 2017 to July 27, 2017). 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). 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.

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page: https://www.tamuct.edu/departments/business-office/droppolicy.php](https://www.tamuct.edu/departments/business-office/droppolicy.php). 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.

Incompletes will be given in this class ONLY if a significant portion of the course has been completed and there is a documented medical or family emergency warranting the incomplete.

Copyright Notice: Students should assume that all course material is copyrighted by the respective authors of the text, articles and/or Drs. Altman, Fry and Almond. Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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

VI. 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@tam.u.edu Phone: (254)

519-5466

Web Chat: <http://hdc.tam.u.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.

VII. 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].

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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](http://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 lldavis@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 [WCOOnline](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 508 Student Learning Outcomes by Text Chapter

Student Learning Outcomes: On completing the learning activities for each chapter students will be able to do the following:

Chapter 1: Organizations and Organization Theory

1. Define an organization and the importance of organizations in society.
2. Identify current challenges facing organizations.
3. Understand how organization design concepts apply to a major company like Xerox.
4. Recognize the structural dimensions of organizations and the contingencies that influence structure.
5. Illustrate the efficiency and effectiveness, and the stakeholder approach to measuring effectiveness.
6. Explain historical perspectives on organizations.
7. Describe Mintzberg's organizational types.
8. Explain how the design for efficient performance differs from the design for organizational learning.

Chapter 2: Strategy, Organization Design, and Effectiveness

1. Describe the importance of strategy and the strategy process.
2. Understand strategic purpose and operating goals.
3. Know Porter's strategy model and Miles and Snow's strategy typology.
4. Explain how strategy affects organization design.
5. Discuss the goal, resource, and internal process approaches to measuring effectiveness.
6. Explain the balanced scorecard approach to effectiveness.

Chapter 3: Fundamentals of Organization Structure

1. Define the three key components of organization structure.
2. Explain the vertical and horizontal information-sharing concepts of structure.
3. Describe the role of task forces and teams in organizations structure.
4. Identify departmental grouping options, such as functional, divisional, and matrix.
5. Understand the strengths and weakness of structural forms.
6. Explain new horizontal and virtual network structural forms.
7. Describe the symptoms of structural deficiency within an organization.

Chapter 4: The External Environment

1. Define the task environment and its key sectors.
2. Define the general environment and its key sectors.
3. Explain the simple-complex and stable-unstable dimensions of the external environment.
4. Describe the environmental uncertainty model.
5. Explain how organizations adapt to a changing environment.
6. Discuss how the environment affects organizational differentiation and integration.
7. Describe how the environment affects organic versus mechanistic management processes.
8. Specify how organizations depend on external resources.
9. Recognize how organizations influence key environment sectors.

Chapter 5: Interorganizational Relationships

1. Define an organizational ecosystem and the changing role of competition.
2. Explain the changing role of management in interorganizational relationships.
3. Discuss the power implications of supply-chain relationships.
4. Describe the role of collaborative networks.
5. Explain the interorganizational change from adversaries to partners.
6. Illustrate the population-ecology perspective and its key concepts.
7. Specify the key aspects of institutionalism.

Chapter 6: Designing Organizations for the International Environment

1. Discuss organizational motivations for entering the global arena.
2. Explain the stages of international development.
3. Summarize globalization versus multi-domestic strategies.
4. Describe structural design options for international operations.
5. Recognize the three major design challenges of global organizations.
6. Identify key mechanisms for global coordination.
7. Describe national approaches to coordination and control.
8. Summarize the transnational model of organizing.

Chapter 7: Manufacturing and Service Technologies

1. Identify and define an organization's core technology.
2. Explain the impact of core technology on organization design.
3. Describe Woodward's model of technical complexity, structure, and performance.
4. Contrast flexible manufacturing and lean manufacturing.
5. Describe the nature of service technology and its impact on structure.
6. Recognize departmental technology and its relationship to department design.
7. Identify three types of interdependence and their respective structural priority.
8. Illustrate the application of job design and sociotechnical systems.

Chapter 8: Using IT for Coordination and Control

1. Explain how information technology applications have evolved.
2. Define the two levels of management information systems.
3. Explain the feedback control model and executive dashboard.
4. Describe the balanced scorecard's value for organizational control.
5. Specify IT mechanisms for internal coordination.
6. Describe IT mechanisms for achieving coordination with other organizations.
7. Indicate how E-business affects organization design.

Chapter 9: Organization Size, Life Cycle, and Decline

1. Explain the advantages and disadvantages of large organization size.
2. Define organizational lifecycle and explain the four stages.
3. Define the characteristics of bureaucracy.
4. Explain how bureaucracy is used for control.
5. Discuss approaches to reducing bureaucracy in large organizations.
6. Contrast market and clan control with bureaucratic control.
7. Describe the model of decline stages and methods of downsizing.

Chapter 10: Organizational Culture and Ethical Values

1. Know the nature of organizational culture and its manifestations.
2. Describe the four types of organizational culture.
3. Explain the relationship between culture and performance.
4. Describe sources of ethical values and principles.
5. Define corporate social responsibility.
6. Explain how leaders shape organizational culture and ethical values.

Chapter 11: Innovation and Change

1. Describe the types of strategic change.
2. Explain the necessary elements for a successful organizational change.
3. Identify techniques for encouraging technology change.
4. Discuss the horizontal coordination model for new products.
5. Demonstrate how innovation speed provides competitive advantage.
6. Describe the dual-core approach to organizational change.
7. Explain the techniques for bringing about cultural change in organizations.

Chapter 12: Decision-Making Processes

1. Define organizational decision-making.
2. Explain programmed versus non-programmed decisions.
3. Discuss the rational and bounded rationality approaches to decision-making.
4. Describe the management science approach to decision-making.
5. Interpret the Carnegie and incremental decision models.
6. Explain the garbage can model of decision-making.
7. Discuss the contingency decision-making framework.
8. Explain the role of high-velocity, mistakes, and cognitive biases in decision making.

Chapter 13: Conflict, Power, and Politics

1. Describe the sources of intergroup conflict in organizations.
2. Explain the rational versus political models of conflict.
3. Describe power versus authority and their sources in organizations.
4. Explain the concept of empowerment.
5. Identify the sources of horizontal power in organizations.
6. Define politics and understand when political activity is necessary.
7. Identify tactics for increasing and for using power.

Appendix B
Organizational Theory & Design
Management 508
Case Analysis Outline

A significant amount of this course is centered on you learning how to apply the Case Analysis Outline given below. As stated in your syllabus. 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 course basic vocabulary, you must also demonstrate that you can:

1. Take a real world situation and analyze it using three distinct approaches (vision/purpose/mission/values, stakeholder analysis, SWOT analysis) 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 3 most relevant Organizational design concepts/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/implemented (an example would be Southwest Airlines), 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 model, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Be able to 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.

Be sure and review the videos I've posted in the Case Analysis Resources link that go over how to apply the above in more detail.

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 as you define it.

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 (25%):** 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.

C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis

Identify any issues related to your SWOT analysis. These usually have to do with weaknesses and threats

2. **Issue(s) Statement & Management Question (10%):**

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. **Organization Design Analysis (35%):** Apply in-depth 3 course concepts/models. This means that you should identify a model/concept (e.g., the Framework for Responses to Environmental Change from chapter 4) 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%):** Base 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%):** Suggest which of your alternatives from Part 4 you recommend be implemented and why.

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.

Appendix C MGMT 508 Management Competency Journal Instructions

Overview: The management competency journal is where you should demonstrate that you have mastered and can apply course concepts/models. For this assignment you are required to prepare a journal in which you record what you have learned from completing each of the assigned cases and exercises.

For Case Analyses: Read the assigned case carefully several times and take notes about important events and facts mentioned in it. Use these facts and events (“case data”) and then apply concept/models from the relevant text chapter to answer the discussion questions. A well thought out and complete response to each case question applies concepts from the text woven in with case data to fully support the analysis. **Also include the Case Questions in bold along with your answers.**

For Exercises: For “Exercises” be sure that you discuss *what you have learned about you, if applicable*. You are not required to duplicate or copy each exercise, just read and comply with the instructions for that particular exercise. **Be sure and give your score for each exercise (if applicable) as part of your discussion.**

A well thought out and complete response to each case/exercise applies concepts/models from the text to fully support your analysis. **Expected length for responses is 1-2 complete paragraphs per question.**

Assigned Cases and Exercises: The assigned cases and exercises that will comprise your Management Competency Journal are given below. Be sure and answer case/exercise questions.

- | | |
|-----------|---|
| Chapter 1 | Measuring Dimensions of Organizations. Answer the questions on page 37. |
| Chapter 2 | Covington Corrugated Parts & Service. Answer these questions:
1. What strategy does each manager propose to achieve growth?
2. Using Exhibit 2.10, Four Approaches to Effectiveness Values, which emphasis does each manager have?
3. In your opinion, which approach should Covington take? |
| Chapter 3 | You and Organization Structure. Answer the questions on page 130. |
| Chapter 5 | Oxford Plastics Company. Answer these questions:
1. How does the institutional environment and view come into play for Oxford in this case?
2. How does legitimacy fit into this situation?
3. How might coercive forces affect this decision? |
| Chapter 6 | Top Dog Software. Answer these questions:
1. What are the arguments for and against TopDog’s going international?
2. If TopDog does decide to go international should it open its own offices, take on foreign partners, license its products to foreign distributors, or follow some other method? |
| Chapter 8 | Is Anybody Listening? Answer these questions:
1. How could the feedback control model be used in this situation?
2. What type of information was most misunderstood between the different layers of management? What tools could be used for decision-making? |
| Chapter 9 | Sunflower Incorporated. Answer these questions:
1. What is the problem with Williams’s approach? What types of control were used at Sunflower by Williams?
2. What information medium would you consider appropriate for communicating new procedures on pricing and purchasing to employees? for announcing and providing authority to a new person occupying a new position? Why?
3. What advice would you give Williams about the potential use of information technology for strategic advantage? About how to implement change? |

- Chapter 10 The Power of Ethics. Do this exercise only for yourself. Be sure and apply at least one model from this chapter. Answer the questions on page 413.
- Chapter 11 Southern Discomfort. Answer these questions:
1. Should the company go ahead with the move to Mexico or try one more time to work things out in the Oconomo facility?
 2. Why do you think the union resists changes so strongly?
 3. How can the company overcome this resistance?
- Chapter 13 How do you handle Conflict? Answer the questions on page 547. Be sure and report your scores and use them to support your answers.

Professional Caliber Writing: All written case analyses must be clearly written, in professional caliber language, and fully proofread. Formatting Instructions:

- 1) Submit each MCJ assignment in one .doc or .docx document
- 2) Include your name as Header
- 3) Identify the Chapter # and Title of the case for each of the cases
- 4) Restate the question you are answering
- 5) Bold the questions; Single space the questions and your responses; double space between paragraphs and questions

Grading Points/Evaluation: For chapter cases/exercises: Discussion Questions answered fully by applying concepts from the text woven in with case facts/events that support your analysis. Question response is in clear writing with professional caliber language and fully proofread. Be sure to answer ALL parts of the question, some are multi-part. Criteria for grading are (1) All questions fully answered 45%, (2) Superb analysis and application of text concepts/models 40%, and (3) no writing or formatting issues 15%.

The cover sheet will contain the following information: 1) "My Journal," 2) student's name, 3) course title and designator (e.g., Organization Theory and Design, MGMT 508), 4) instructor's title and name, university name, and due date.

Deadline and Grading: Consult the Canvas Assignment Link for due dates for each MCJ assignment.

No late submissions are allowed for any of these assignments.