



**Designing Organizations for Sustainable Effectiveness  
MGMT 5308 F2F  
FALL 2018**

**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:  
[lwfry@tamuct.edu](mailto:lwfry@tamuct.edu)  
**Office Admin:** Melanie Mason 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 weekdays.  
**Office Hours:** Online: Tuesday & Thursday 9:00 – 11:00 a.m.  
Campus: Wednesday 3:00-6:00; Thursday 12:30 - 3:00  
Hutto EWCHEC: Monday 5:30 - 6:00  
By appointment

**Mode of instruction and course commitment:**

This is an online supported course utilizing the TAMUCT Blackboard 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 Canvas 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 A. 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:** This course examines theories, processes and “fit” models of organization design and alignment of structure, technology, information systems, reward systems, people and culture, and management processes with organizational goals. Emphasis is on maximizing the triple bottom line for sustainable effectiveness and how organizations can be led and managed so they are economically, socially, and environmentally sustainable.

**Course Student Learning Outcomes (SLO):** As a result of completing this course, the learner will be able to:

1. Identify key terms, concepts, and models of organization design.
2. Understand the process of effective teamwork.
3. Apply concept theories, processes and models of organization design.
4. Formulate how to align the organizations structure, technology, information systems, reward systems, people and culture with organizational goals and strategies.
5. Evaluate courses of action to address complex organization design issues from multiple theoretical perspectives.
6. Conduct an organization design analysis of an organization committed to sustainability.
7. Explore the relevance of organization design for maximizing the triple bottom line and sustainable effectiveness.

### Required Reading and Textbook(s):

Daft, R.L (2012) *Organization Theory and Design* (12<sup>th</sup> Ed.). Mason, Ohio: South-Western.  
**ISBN 9781285866345**

To Purchase text (hardcover or ebook) and other tutorial materials see:  
<https://www.cengage.com/c/organization-theory-and-design-12e-daft?filterBy=Student>

Lawler, E. & Worley, C. (2011). *Management Reset: Organizing for Sustainable Effectiveness*. San Francisco, CA: Josey-Bass Publishing.

**ISBN: 978-0-285-86634-5**

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 (6<sup>th</sup> ed.). Washington, D.C

### III. COURSE REQUIREMENTS

**Syllabus Changes:** 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.

**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 A. 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 continues to be 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 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.

## Assignments:

**1. Course Profile and Agreement: (10 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: (40 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).*

**Course Q&A, and Case Analysis Outline 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 A.

**3. Chapter Exams (200 points) SLO 1:** 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://earth.callutheran.edu/student-success/academics/documents/TakingObjectiveTests-MultiplechoiceTrue-FalseandFillintheBlank.pdf>

<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 (e.g., Friday 8:00 AM – Sunday, 11:59 PM). Exams will be timed and once started must be completed.

## **4. Sustainability Discussion Forums (75 points each, total 150 points) SLOs 8 & 9:**

There will be two discussion forums that require you to reflect on issues related to sustainability and sustainable development as it relates to organizational design. 25 points of your grade is based on an initial posting of at least 2 full paragraphs containing all the information listed above. The additional 50

points is based on responses to at least 2 of your colleagues (25 points each) addressing thoughtfully their portion of their post.

Your postings/insights in the Discussion forum are based on the following:

1. Application of course concepts;
2. Ability to articulate your analysis clearly; and
3. Integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.

*Please not that there are separate deadlines, one for your initial post and one for the responses to your colleagues. All posts will be graded after the second deadline. See the syllabus link in Canvas for due dates.*

### **5. Individual Case Exam (150 points): SLO 3-7**

The Individual Case Exam will require you to analyze an organization facing a significant sustainability challenge based on a case study 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 A).

This case exam is an excellent way to show your preparation for the coming team case analyses. 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 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. See the Weekly Schedule link in the course menu for the due date.

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. See the Schedule of Exams and Assignments course link for the due date for your Individual Case Exam**

**6 Team Literature Review Paper and Presentation (225 points Total):** For this team assignment you will need to research, write, and present a literature review in which you document the academic research to date on an area of sustainability that can be related to the field of organizational design. See Canvas syllabus links for the due dates for these assignments. For a good reference for conducting and writing a literature review, see:

<https://libguides.uwf.edu/c.php?g=215199&p=1420828>

**A. One-Page Proposal (0 Points):** Before you begin this assignment, submit a one-page proposal of the area you intend to research and how you believe this topic is related to sustainability and organization design. There is no grade for this part of the assignment. It's just a check for me to make sure you're on the right track.

**B. Article Summaries (75 Points):** You are required to submit 15 article summaries in preparation for your literature review submission and presentation (see below). Include a short introduction. Each article summary should be one page using the following outline:

1. Title
2. Citation (APA format)
3. Purpose
4. Constructs / Variables Investigated
5. Methodology

6. Results
7. Implications
8. Suggestions for Further Research

**B. Literature Review paper (125 Points):** Your literature review should be 10+ pages, single-spaced with double spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format.

A useful tool for finding and formatting book and journal articles in APA format is Citefast.

<https://www.citefast.com/?s=APA>

### **7. Management Competency Journal (50 points): SLO 3**

The management competency journal is where you should demonstrate that you have mastered and can apply course concepts/models in a real-world context. 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. **See Appendix B for more detail and instructions for completing this assignment.**

Feel free at any time to submit a MCJ assignment for my feedback to help you get a better feel for what is required for this assignment.

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

**8. Final Team Case Project: SLO 4-7:** For this project teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development. See Appendix B for possible candidates to study.

**A. Final Team Project Proposal (50 points):** As a group brainstorm and decide on a company you want to research extensively for your final case assignment. Use the The links below or 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 first two sections of 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 Canvas.**

After the 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. Each team will contact Dr. Fry with possible meeting times and Dr. Fry will select one. A majority of the team members must attend. It is up to the team members to decide the meeting format (e.g., Skype, Zoom, Canvas WebEx), and offer all members, including Dr. Fry, invitations to the meeting.

**B. Final Team Project (150 points):** The analysis of the company, the format of the report and its grading will follow that of the Case Analysis Outline in Appendix A. For this project teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development.

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose an organization, public or private, that you may or may not have direct contact with.

**For example sustainability organizations to study see appendix B.:**

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 10+ pages, single spaced with double spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format. The analysis of the company, the format of the report, and its grading will follow that of the Case Analysis Outline in Appendix A.*

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:**

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. All team members will receive the same grade for the team Research Projects. 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 been provided 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:

Activity	Percent of Final Grade
Course Profile Agreement	10
Introductory Discussion Forum	40
Chapter Exams	200
Individual Case Exam	150
Sustainability Discussion Forums (2 @ 75 Points each)	150
Research Article Summaries	75
Literature Review Paper	125
Final Team Project proposal	50
Management Competency Journal (10 @ 5 Points each)	50
Final Team Project	150
<b>Total Possible Points</b>	<b>1000</b>

**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.

#### IV. COURSE SCHEDULE

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

##### WEEKLY SCHEDULE

Dates	Unit	Chapter	Subject/Readings	Assignments  <b>See Syllabus Course Link in Canvas for Due Dates</b>  <b>MCJ = Management Competency Journal</b>
Aug 27– Sept 2	1	Ch. 1	Syllabus  Introduction to Organizations and Organization Theory  Time for a Reset	1. Go over material on the Start Here link in the course menu 2. Read Course Syllabus. 3. Daft: Read Ch 1 L&W: Read Forward, Preface & Ch 1 <b>4. Intro discussion forum first posts due 9/2</b> <b>5. Course Profile Agreement Due</b> <b>6. MCJ #1:</b> Measuring Organizational Dimensions.
Sept 3-9	2	Ch. 2	Strategy, Organization Design, and Effectiveness  Sustainable Management	1. Daft: Read Ch 2 L&W: Read Ch 2 2. Class Case: University Art Museum 3. Review Case Analysis Outline <b>4. MCJ #2:</b> Covington Corrugated Parts & Service
Sept 10-16	3	Ch. 3	Fundamentals of Organization Structure  Structures for Sustainable Effectiveness	1. Daft: Read Ch 3 L&W Read: Ch 6 2. Class Case: Aquarius Advertising & CC Grocery 3. Assign Groups <b>4. Intro discussion forum second posts due 9/9</b>

Sept 17-23			Organization Design Variables	<p>1. Chapter 3 Continued: L&amp;W Read: Ch ( &amp; 10)</p> <p><b>2. MCJ #3:</b> You and Organization Structure.</p> <p><b>3. Exam 1 (Chs 1-3)</b> opens Friday at 8 AM and closes Sunday at midnight.</p>
Sept 24-30	4	Ch. 4	The External Environment Developing a Strategy	<p>1. Daft: Read Ch 4: L&amp;W: Ch 4</p> <p>2. Class Case: Acme &amp; Omega</p> <p><b>3. First Post for Discussion Forum 1 Due</b></p>
Oct 1-7	5	Ch 10	Organizational Culture and Ethical Values Strategies for Sustainable Effectiveness	<p>1. Daft: Read Ch 10: L&amp;W: Read Ch 3</p> <p>2. Class Case: Does This Milkshake Taste Funny</p> <p><b>3. MCJ #4:</b> The Power of Ethics</p> <p><b>4. Literature Review Paper Proposal Due</b></p>
Oct 8-14	6	Ch. 11	Innovation and Change Transforming to sustainable Management	<p>1. Daft: Read Ch 11: L&amp;W: Read: Ch 12</p> <p><b>2. MCJ #5:</b> Southern Discomfort.</p> <p><b>3. Second Posts for Discussion Forum 1 Due</b></p>
Oct 15-21	7	Ch. 5	Interorganizational Relationships Board Governance	<p>1. <b>Daft:</b> Read Ch 5 <b>L&amp;W:</b> Ch 5</p> <p>2. <b>Class Case:</b> Why Is Cooperation So Hard?</p> <p><b>3. MCJ #6:</b> Oxford Plastics Company</p> <p><b>4. Exam 2 (Chs. 4,5,10,11)</b></p>
Oct 22-28	8	Ch. 6	Designing Organizations for the International Environment	<p>1. Daft: Read Ch 6:</p> <p>2. Class case: Rhodes Industries</p> <p><b>3. MCJ #7:</b> TopDog Software.</p> <p><b>4. Final Team Case Project Proposal Due.</b></p> <p><b>5. Lit Review Article Summaries Due</b></p>
Oct 29-Nov 4	9	Ch. 7	Manufacturing and Service Technologies	<p>1. Daft: Read Ch 7:</p> <p>2. Class Case: Acetate Department</p> <p><b>3. Individual Case Analysis Exam Due.</b></p> <p><b>4. First Post for Discussion Forum 2 Due</b></p>
Nov 5-11	10	Ch. 8	Using Information Technology for Control and Coordination	<p>1. Daft: Read Ch 8: L&amp;W: Read Ch 8</p> <p>2. Class Case: Century Medical</p> <p><b>3. MCJ #8:</b> Is Anybody Listening?</p>

			Managing Performance	4. <b>Exam 3 (Chs 6-8)</b> opens Friday at 8 AM and closes Sunday at midnight. 5. <b>Second Post for Discussion Forum 2 Due</b>
Nov 12-18	11	Ch 9	Organizational Size, Life Cycle, and Decline  Leading Managing and Following	1. Daft: Read Ch 9: L&W: Read Ch 11 2. Class Case: Sunflower Inc. 3. <b>MCJ #9: Control Mechanisms.</b> 4. <b>Literature Review Paper Due</b>
Nov 19-25	12	Ch. 12	Decision-Making Processes  Sustainable Work Systems	1. Daft: Read: Ch 12 L&W: Read Ch 7 2. Class Case: Cracking The Whip
Nov 26- Dec 2	13	Ch 13	Conflict, Power, and Politics  Reward Systems	1. Daft: Read Ch 13: L&W: Read Ch 9 2. Class Case: Daily Tribune 3. <b>MCJ #10: How do you handle Conflict</b> 4. <b>Exam 4 (Chs 9,12,13)</b> opens Friday and closes Sunday at midnight.
Dec 3-12	14			1. <b>Final Team Case Project Due.</b> No late submissions will be accepted. 2. <b>Peer Evaluations Due.</b> Submit this evaluation through the assignment link only if you rate one or more group members, including yourself, significantly higher or lower than your other group members. See weekly schedule for due date

## V. CLASS POLICIES

**Classroom Policies:** I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **communications to me, and most importantly, communications to your class and team members.**

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Treat this class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.

- You would never schedule vacation during a critical work project in a corporate setting – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can't decide you're just "not interested" in attending the meetings you and colleagues have previously scheduled for a critical work project. That means, while taking this course, you can't just decide you don't feel like showing up for the meetings you and your teammates have agreed on. If you needed to miss a scheduled meeting due to emergency, you would inform your teammates in a courteous manner and make arrangements to fill you in on what you missed.
- You would never show up to a business meeting empty handed and unprepared. Equally, you would never show up to meetings with your teammates unprepared. You should have read the relevant course materials (e.g., lecture videos, handouts, assignment requirements, etc.) prior to meeting with your teammates. You should also be prepared to make insightful contribution to the discussions.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you're in school, you should do your best and submit graduate-level-worthy work to your teammates and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate graduate-level writing skills (I strongly recommend that you utilize the writing center if needed).

**Netiquette:** Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

**Continued enrollment in this course indicates agreement with these policies.**

## VI. 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 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.:

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/>

A sample paper using APA style guidelines can be reviewed at:  
<http://www.dianahacker.com/pdfs/Hacker-Shaw-APA.pdf>

For Internet citations –  
<http://www.writinghelp-central.com/apa-citation-internet.html>

A sample paper using APA style guidelines can be reviewed at:

<http://www.dianahacker.com/pdfs/Hacker-Shaw-APA.pdf>

A useful tool for finding and formatting book and journal articles in APA format is Citefast. See:

<https://www.citefast.com/?s=APA>

**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 Management Portfolio 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>

The TAMUCT librarians are available to assist distance learning students doing research via email and chat sessions; consult the library link provided here or the library link on the course home page to access these services.

## VII. TECHNOLOGY REQUIREMENTS AND SUPPORT

**Blackboard Competency and Computer/Internet Access:** This course will use the new TAMU-CT Blackboard Learn learning management system for class communications, content distribution, and assessments.

**Logon** to <https://tamuct.blackboard.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 or contact me (your email and phone number) to discuss your situation.

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported

**Computer Compatibility:** Check browser and computer compatibility by following the “Browser Check” link on the TAMU-CT Blackboard logon page. (<http://tamuct.blackboard.com>) 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.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

*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](mailto: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. Bb Messages should be used if the issue is an individual one.

## VIII. 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 [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](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.

**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.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](#), 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@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:** The University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. For more see the UWC's orientation video. <http://www.kaltura.com/tiny/kf5zv>

The UWC is also continuing with synchronous online writing tutoring this semester, which has grown substantially over the past two semesters. 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/) at [https://tamuct.mywconline.com/]. Using WCOonline, students can schedule video consultations with trained UWC tutors, and they will be able to work with UWC tutors from the comfort of their own homes!

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 UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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**  
**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. 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. For exams and assignments that require you to apply the Case Analysis Outline, 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 continues to be 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.

1. **Situation Analysis (25%):** Describe briefly in 2-3 paragraphs 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 B 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 in a real-world context. 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 40.   |
| Chapter 2  | Covington Corrugated Parts & Service. Answer these questions.<br>1. What strategy does each manager propose to achieve growth?<br>2. Using Exhibit 2.10, Four Approaches to Effectiveness Values, which emphasis does each manager have?<br>3. In your opinion, which approach should Covington take? |
| Chapter 3  | You and Organization Structure. . Answer the questions on page 135.   |
| 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 425.  |
| Chapter 11 | Southern Discomfort. Answer these questions:<br>1. Should the company go ahead with the move to Mexico or try one more time to work things out in the Oconomo facility?<br>2. Why do you think the union resists changes so strongly?<br>3. How can the company overcome this resistance?             |
| Chapter 5  | Case: Oxford Plastics Company. Answer these questions:<br>1. How does the institutional environment and view come into play for Oxford in this case?<br>2. How does legitimacy fit into this situation?<br>3. How might coercive forces affect this decision?   |
| Chapter 6  | Top Dog Software. Answer these questions:<br>1. What are the arguments for and against TopDog’s going international?<br>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 13 How do you handle Conflict? Answer the questions on page 554. 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

**Deadline and Grading:** Consult the Canvas syllabus Link for due date and time.

**Assignment Submission:** Submit this assignment through the Assignments Course link. **DO NOT** email any assignments to me unless specifically instructed to do so.

## Appendix C Sustainability Resources

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

The term “sustainability” has an important history. In 1983, the United Nations convened the World Commission on Environment and Development (WCED), known informally by the name of its chair, Gro Harlem Brundtland. The Brundtland Commission’s report, [\*Our Common Future\*](#) (1987), contains one of the most often cited definitions of sustainability:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and
- the idea of limitations imposed by the state of technology and social and business organizations on the environment’s ability to meet present and future needs.”

The scope of sustainability is frequently described as including three spheres – social, environmental, and economic. To use an accounting metaphor, sustainability projects must be evaluated according to a “triple bottom line” of social, environmental, and economic responsibility. A Venn diagram depicts the interdisciplinarity of sustainability as a field of inquiry:

### *The Three Spheres of Sustainability*



You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose an organization, public or private, that you may or may not have direct contact with.

Below are links for organizations committed to sustainability that you might choose for your Final Team Project.

2018 Sustainable Champion Award Organizations

<https://sustainableconnections.org/2018-sustainability-champion-awards/>

2018 Most Sustainable Corporations

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/>

Change the world Companies – Fortune Magazine (all links are the same topic)

<http://fortune.com/video/2017/09/07/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

<http://fortune.com/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

Small Businesses with a Sustainability Focus

<http://brandmakernews.com/business-brand/entrepreneur/5746/10-sustainable-small-businesses-to-watch.html>

<https://www.rubiconglobal.com/blog-50-sustainable-small-businesses/>

<https://www.forbes.com/sites/susanadams/2014/04/22/11-companies-considered-best-for-the-environment/#8cad5d812ae9>

Triple Bottom Line Organizations

<https://earth911.com/business-policy/triple-bottom-line-7-companies/>

<http://inspiredeconomist.com/2016/03/14/10-triple-bottom-line-businesses/>

<https://consciouscompanymedia.com/sustainable-business/the-worlds-top-25-for-benefit-companies/>

<https://consciouscompanymedia.com/sustainable-business/southwest-is-still-americas-greatest-airline/>

Conscious capitalism Organizations

<https://www.consciouscapitalism.org/heroes>

<https://www.fool.com/investing/2017/11/19/conscious-capitalism-stocks-companies-that-have-su.aspx>

Example sustainability organization cases

<http://www.apta.com/resources/hottopics/sustainability/Documents/Leadership-APTA-Leading-Sustainability-Initiatives-Through-Your-Organization.pdf>