Organization Development and Change for Learning Organizations
MGMT 5368 F2F
Spring 2020
Online

INSTRUCTOR AND CONTACT INFORMATION

Instructor:	Dr. Jody Fry
Office:	217M Founders Hall
Email:	Please use Canvas email. Use my TAMUCT email only when Canvas is not available: 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 Class Mgmt 5309 3:00-6:00;
8/13, 1/13, 1/15, 2/5, 2/19, 3/4, 3/25, 4/8, 4/22, 5/6;
Other Wednesdays 1:00 – 4:00;
Thursday 3:00-6:00; By appointment

Mode of instruction and course commitment:

This F2F course utilizes 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. 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 (WebEx, Zoom) 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 Canvas messaging.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description. Course Description: Students will study models of organization development, change and learning. They will apply strategies for developing organizational learning using behavioral science. Viewing organizations as complex ecological systems, students will master systems thinking and the ability to "frame" organizational situations from a sustainability, sustainable development, other mainstream organizational dvelopment perspectives. The goal of systematic organizational learning are change efforts that improve both the organization, its personnel and the broader systems in which it operates. Students will practice conceptual application via cases and film analyses. In groups, students will research and develop an organization development strategy for a real organization. Prerequisite(s): MGMT 5301.

Student Learning Outcomes (SLO):
1. Define key terms relating to organization development, organization change, learning organizations, sustainability, and systems.
2. Identify and justify organizational situations that would benefit from development interventions.
3. Conduct an organizational development analysis using valid diagnostic models and research methods.
4. Design, justify, and plan the implementation of selected development, learning and change interventions within a specific organizational context.
5. Describe the role that organizational learning plays in fostering sustainability.
6. Describe Organizational Development interventions that help organizations balance economic, social, and environmental objectives.

Required Reading and Textbook(s):

> **TEXTS:**   Henderson, R., Gulati, R., & Tushman, M. (2015). *Leading Sustainable Change: An Organizational Perspective*. New York, NY: Oxford University Press, USA.
>
> Cummings/Worley *Organization Development and Change*, 11th edition: - MindTap Management, 1 term (6 months) Printed Access Card
> **ISBN# 9781337618762**

The MindTap materials required for this course are included in Cengage Unlimited, a subscription that gives you access to all your Cengage digital courseware and online textbooks for $119.99 per term, $179.99 per year or $239.99 for two years. No matter how many Cengage digital products you use, they are included in Cengage

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

COURSE REQUIREMENTS

All exam and assignment due dates are given in the Canvas Course Syllabus link.

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 ahead of time.

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 Announcements.

Posting of Grades: All grades will be posted in Canvas Grade book so that you can momintor your course status.

Grading Policy: All graded assignments will be graded and returned within one week of submission.
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 unless arrangements are made before the due date.

Important University Dates/Academic Calendar:
https://www.tamuct.edu/registrar/academic-calendar.html

Graded Activities:

> **1. Course Profile/Agreement**: **(10 points)** This form, which is **found in the Assignments course link**, outlines information about yourself and requires you to agree that you have read and understood the requirements for the course and the responsibilities of an online 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 it 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**. See the Syllabus link in the course menu for the due date.**

> **2. Course Q&A, Forums:** I have also set up a Q&A Discussion Forum for questions concerning this course in general. Post any questions here about the Syllabus, Course Assignments or other course related-issues. Dr. Fry will respond within 24 hours to each posting during the week and within 36 hours on weekends. If your question is specific to just you, send Dr. Fry a Canvas message and he will respond individually.

3. Introductory Discussion Forum (40 points): Your first post to this Forum should include: 1) What degree you are pursuing, 2) what point are in your studies, 3) your current and past work experience, 4) what you hope to learn in this class, and 4) a personal tidbit about you (e.g. hobbies or family). Posting a picture is optional. 20 points of your grade is based on this initial posting of at least 2 full paragraphs containing all the information listed above.

The additional 20 points is based on responses to at least 2 of your colleagues (10 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class.

Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues. See the course Syllabus link for due dates.

3. Chapter Exams/Applications (15 @ 10 points each = 150 points): SLO 1
Chapter exams/Application Exercises are taken through the MindTap Module in the Course web site. The exams/Applications are non-cumulative, and will include only materials covered in the assigned chapters for that exam. Exams/Applications will be open-book and open-notes. All exam questions will be either multiple choice or True/False. 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 through the Syllabus Course link in Canvas.

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/

See the Syllabus link in the course menu for the due date.

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.

4. Sustainability Discussion Forums: (2 @ 75 points each = 150 Points) SLO 5, 6

I have created two discussion forums in which you can share your thoughts, assumptions, attitudes, and emotions based on assigned readings from our text, *Leading Sustainable Change.*

Each of your posts to the forum should be 1-2 well-written and proofread paragraphs. Do not use any attachments. Be sure to restate the question you are answering.

This will be a "Point-Reaction-Response" Forum.

In this type of forum you must make your points sufficiently provocative to elicit counterpoints from others. You want what you write to impact people enough so they will consider and engage it actively with counterpoints. If what you write does not provoke reactions from others you will lack opportunities to further and refine your position. Therefore, if you do not elicit counterpoints from you classmates, you will not receive full credit for this part of the assignment. Additionally, respond to a reaction only if you are the author of the original point.

Be sure and open the message you want to reply to so the flow of threaded messages is easy for everyone to understand.

For full credit students should expect to post five messages per forum of this type: one opening point of

150 to 200 words, two responses of 100 to 150 words to other student's opening points, and two responses of 100 to 150 words each. Be succinct, and not repetitive with what others have written. Brevity and originality improve dialogue.

Example Forum Format:

Paul's Point:
    Lydia's Reaction to Paul
       Paul's Response to Lydia
    John's Reaction to Paul
      Paul's Response to John

Note that there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues. See the course Syllabus link for due dates.

5. Film Analysis (175 points): SLO , 2, 4 & 6
You will view a film depicting change situations and analyze them using specific. Viewing the films often better approximates the role an organizational consultant would take "viewing" scenarios as they play out. Here you will be challenged to diagnose situations and assess how different OD interventions might change any negative outcomes depicted in the film. Full instructions and guidelines will be posted to the Course Assignments page.

4. Integrative Case Analysis (175 points): SLOs
Instructions for analyzing the cases will be provided on the course web site. Students must demonstrate understanding of the OD text and Sustainability frameworks and demonstrate strong analysis and writing skills that mirror the requirements and format of the Team OD project. Full instructions and guidelines will be posted to the Course Assignments page.

6. Team OD Intervention Project: SLOs 2, 3, 4, 5, 6,

This assignment requires you to make direct contact with, ideally, a local (includes Austin and Waco) sustainability-focused organization that is, or is open to, exploring the benefits of sustainability and sustainable development.

For this assignment you will be required to analyze a real organization and develop a step-by-step organizational development/change/learning intervention strategy for potential use in this same organization. Papers should explicitly and specifically invoke a systems and sustainability perspective, and should not merely consist of a set of general recommendations for improvement such as would be found in, say, a business strategy or organizational behavior course. Specifically, your paper should utilize terms, frameworks, and practices relating to the diagnosis of organizational phenomena and to the theory and implementation of specific intervention strategies. This project typically involves teamwork; you will have the opportunity to choose your own team early in the semester. Please see your syllabus or course Canvas site for specific due dates for the project and interim reports.

The deliverables for this project are a proposal paper (50 points), two project interim reports (30 points each), the final Team Project Paper (150 Points), and a team oral presentation (40 points).

a. OD Project Proposal (50 points):
Be sure and touch base with me via Canvas message to obtain my initial approval concerning your leader before starting your proposal.

Please remember that this is a proposal, and that I may reject it, accept it as-is, or accept it conditionally (with changes). Each group's proposal should tell me the following:

- The name of each group member
- The name of the organization you are considering doing your project on/with
- Your group's connection to the organization
- Your primary point of contact within the organization (a friend, spouse, boss, etc.)
- What sort of access you will have to data (people, processes, records, etc.) within this organization
- Why you think this organization is a (potentially) promising site for your project
- What potential difficulties you think you may encounter in this organization

Your proposal should be **no more than 3 single-spaced pages** with 8 pt spacing between paragraphs (exclusive of cover page, table of contents, references and attachments), APA style, 1 inch margins, 12 pitch, times new roman font. ***Submit your proposal through the course Syllabus link, which will also give its due date.***

Of utmost importance is for your team to develop a process of working together that will assure each member contributes fully to ensure a high quality outcome. Thus part of your proposal should include a statement of how you plan to do this. At a minimum you should have some real-time meeting (for example via conference call, Zoom or Webex). Sequential interactions by text or other means as the primary working medium is unacceptable, just as this would be unacceptable in a true employment situation. Students will lose 100 points (a full letter grade) if I receive multiple, consistent complaints about their failure to meet this requirement

After the proposals are graded, if you feel the need, you may schedule a web conferencing meeting with Dr. Fry to receive feedback and discuss your proposal or any other aspect of this project. It is up to you to decide the meeting format (e.g., Skype, Zoom,Canvas WebEx), and offer Dr. Fry an invitation to the meeting.

If you want, you may approach a non-local organizations for your project. Just remember that you'll need to have direct access to enough people to gather the data you need for the subsequent sections of the paper. See Appendix A for example leaders and the organizations they lead. For example, Forbes' Impact 30 gives a list of the world's leading social entrepreneurs. Forbes' defines "social entrepreneur" as a person who uses business to solve social issues.
https://www.forbes.com/impact-30/list.html

Also see (There are many others in Appendix B):
https://www.investopedia.com/articles/investing/092515/10-most-successful-social-entrepreneurs.asp
https://consciouscompanymedia.com/social-entrepreneurship/19-social-entrepreneurs-watch-2017-2/
https://www.causeartist.com/black-history-month-social-entrepreneurs-of-color-making-history-through-social-innovation/

b. Team Project Interim Reports (2 @ 30 points each = 60 points): Teams are require to provide two interim status reports during the semester. See the Syllabus Course Link for Due dates.

1. For your first report, you will provide a quick status update to me regarding the raw data you have collected so far: what (and how many) interviews, observations, internal documents, surveys you have conducted/collected, and your sense of the quality of the data you have received. The point here is to show me you have got something to work with. It is not necessary to have done any formal data analysis at this point. Submissions should be approximately 1 page in length (single-spaced). Post only one (1) file per group. You are also to prepare a brief 5-10 minute presentation for the class so that we can get a good sense of what everyone is doing and where they're at in the process.

2. This second interim report will be an in-class group presentation. You should use this as a way to get a "head start" on the final project presentation. Print out a copy of your slides for Dr. Fry and bring it to class; it is optional whether you prepare copies of your presentation for class members.

In this PPT or Prezi presentation, include:
- a. Background on your organization;
- b. One of the two diagnosis elements outlined in the requirements for the final paper;
- c. Any interventions are are considering (these do NOT have to be fully developed, they are meant to be an opportunity to get class feedback) Your presentation should be approximately 10 minutes, but may last longer if there is significant discussion on the last piece.

c. Team Project Paper (150 points): Your paper for this project should be of sufficient quality that you would
feel comfortable showing it to a boss, colleague, prospective client or employer in order to
provide an example of the best quality of research, writing, and presentation of which you are
capable. In general, this paper will be evaluated on the following bases (specific evaluation
criteria will be given in the assignment file on Canvas):

1. Composition—how well the project is developed (i.e., crafted) and put together.
2. Comprehensiveness—how thorough you have been in your research, as evidenced by the breadth and quality of your academic and primary source material.
3. Integration—how artfully and effectively the evidence and precedents you have collected to make your case are woven into the conceptual fabric (i.e., the argument) of the paper
4. Utility—how useful a prospective client would find the project. A good question to ask is: "Would the client clearly see the value of this intervention strategy, and could he or she execute this particular intervention using only this project as a resource?" A good answer is: "Yes, and Yes."

Full instructions and guidelines will be posted to the course Canvas page.

d. Presentation (40 points): The final deliverable for the OD Intervention Project is a professionally prepared and presented 20-minute presentation on the last night of face-to-face class summarizing the findings in your paper. Full instructions and guidelines will be posted to the course Canvas page.

You should prepare and dress for this presentation as if it is a formal contract OD proposal to the CEO/President and top leadership team of you focal organization. As such, formal business attire is expected.

e. Teamwork:
Students are required to complete this project collaboratively in groups of up to 5
members. Your instructor reserves the right to modify this limit when class sizes are small.
Students will be permitted to self---select into groups. Under normal conditions (see below for more about this), all members of a group will receive the same grade, and each group will be responsible for policing the behavior and relative contributions of its individual members. With my prior approval, groups have the option to dismiss individual members who demonstrate an inability or unwillingness to carry an ordinate and/or equitable share of the responsibility for the group's project. Dismissed students will be given the opportunity to join another group, but permission to do so must be given unanimously by the members of the group being sought. If no other group is willing to allow the dismissed student to join, the student must complete the OD intervention project alone.

Please note that there will be a formal peer evaluation component in this course, and the

receipt of extreme or multiple complaints (or complaints from multiple persons) about a specific student's lack of contribution on a collaborative project may result in a reduced grade for the student in question and would depend on the severity of the complaint(s), the sufficiency of the documentation given in support of the complaint, and any relevant extenuating circumstances. The maximum that may be levied against a student on the basis of negative peer evaluations is a one letter grade reduction (100 points) on the course average. Note that this reduction limit does NOT apply in situations in which University academic integrity or student conduct policies have been violated (i.e., plagiarism).

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

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

f. Additional information. Additional information about this assignment (sample submissions, formatting guides, etc.) will be posted in separate files on Canvas. Student groups will be required to submit a project proposal early in the semester, and periodic progress reports will be required. (see the Course Schedule and the course Canvas page for details.

Grades will be calculated as follows:

LETTERGRADE	EQUALS	FROM	TO
"A"	==	900	1000
"B"	==	800	899
"C"	==	700	799
"D"	==	600	699
"F"	==	Below	600

Activity	Possible Points
Course Profile Agreement	10
Introductory Discussion Forum	40
Chapter Quizzes/Applications (15 @ 10 Points each)	150

Sustainability Discussion Forums (2 @ 75 each)	**150**
Film Analysis	**175**
Integrative Case Analysis	**175**
Team Project Proposal	**50**
Team Project Interim Report 1	**30**
Team Project Interim Report 2	**30**
Team Project Paper	**150**
Team Project Presentation	**40**
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 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. Requests should be submitted in writing and must include an email address and 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#3: 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 #4 - 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 group's effort. 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 - 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.

COURSE SCHEDULE

This is an initial course schedule to give you a basic overview of course exams and assignments. However, after the first week of class, The Syllabus link in Canvas serves as the official calendar for course activities.

This schedule is provided as your guide to the course; students should post all deadlines to the calendar tool they find most useful. All resources (except texts) and detailed assignment instructions are posted to Modules in the Course Web Site. Readings assigned each week will be shown on the Module pages in the course web site. Weekly units begin on Friday and close the following Thursday night (except for first and last weeks of semester). Due dates are given in this schedule. For assignments due the night of face class (noted in yellow), deadline time is 5:15 p.m.; for projects due online weeks the deadline time is 11:59 p.m. Points associated with each assignment are shown after in parentheses.

Dates	Unit	Subject/Readings	Assignments
			See Canvas Assignments Link for Due Dates
1/13-1/19	1	Introduction to Organization Development	Read Syllabus **C&W** - Chapter 1 **Ch 1 Quiz Due** **Course Profile/Agreement Due**
1/20-/26	2	The nature of Planned Change Leading Sustainable Change	**C&W** - Chapters 2 Introduction to Sustainability – Canvas **HG&T** - Forward & Chapter 1 **Team Assignments Posted** **Introductory Discussion Forum 1st Post.** **Chapter 2 Application Due**
1/27-2/2	3	The Organization Development Practitioner Making the Case for Environmental Sustainability	**C&W** - Chapters 3 **HG&T** - Chapter 2 **Introductory Discussion Forum 2nd Post. See Syllabus course link for due date.**
2/3-2/9	4	Entering and Contracting Diagnosing	**C&W** - Chapter 4 **C&W** - Chapter 5 **Class Case:** Kenworth Motors; Answer Questions 1-4 (p 419) **Sustainability Discussion Forum 1 1st Post**

2/10-2/16	5	Collecting, Analyzing, and Feeding Back Diagnostic Information	**C&W** - Chapter 6
		Chief Sustainability Officers: Who They Are & What They Do	**HG&T** - Chapter 8
			Sustainability Discussion Forum 1 2nd Post
2/17-2/23	6	Designing Interventions	**C&W** - Chapter 7
		Managing Change	**C&W** - Chapter 8
		A Systemic Approach to Global Social Change	**HG&T** – Chapter 5
			Team OD Proposal Due 2/18 Present in class 2/20
2/24-3/1	7	Organizational Development for Economic, Ecological, and Social Outcomes	**C&W Chapter 20;**
		Organizational Identity in the Face of Environmental Challenges	**HG&T –** Chapter 6
3/2-3/8	8	Evaluating & Reinforcing OD interventions	**C&W** - Chapter 9
		Utilizing the GLfS Survey	
3/9/-3/15	9	Transformational Change	**C&W -** Chapter 17
		Samsung, Daewoo, and Lessons on Large Scale Transformation	**HG&T –** Chapter 7
			Film Analysis Due 3/13
			Team OD Interim report 1 Due 3/10 Present 3/12
3/16-3/22		**SPRING BREAK !!!!!!**	

3/23-3/29	10	Continuous Change

A Process Model for Embedding Sustainability | **C&W -** Chapter 18

HG&T – Chapter 4 |
| 3/30-4/5 | 11 | Interpersonal & Group Processes

Managing Shifting Goal Consensus and Task Ambiguity in Making the Transition to Sustainability | **C&W –** Chapter 10

HG&T – Chapter 12

Integrative Case Analysis |
| 4/6-4/12 | 12 | Organization Process Interventions

Leading Proactive Punctuated Change | **C&W -** Chapter 11

HG&W – Chapter10

Sustainability Discussion Forum 2 1st Post |
| 4/13-4/19 | 13 | **NO CLASS SUSTEX CONFERENCE** | No Class

Sustainability Discussion Forum 2 2nd PostPost |
| 4/20-4/26 | 14 | Talent Development

Bureaucratic versus Distributed Models of Change | **C&W –** Chapter 15

HG&T – Chapter 9

Team Interim Report 2 Due 4/21 Present 4/23 |
| 4/27-5/8 | 15 | | **OD Project paper due 5/5
OD Project Presentation 5/7** |

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 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.

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. 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

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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 with your research. Her email is madawson@tamuct.edu; she is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

   Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, 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]
Please let the support technician know you are an A&M-Central Texas student.

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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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].

Important information for Pregnant and/or Parenting Students: Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. 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) online, please visit the website
[http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide

flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

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) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

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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.

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!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. For a brief introduction to the UWC and its services see: https://www.youtube.com/watch?v=PAlb_LyUqTQ&feature=youtu.be.

In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

A Note about Sexual Violence at A&M-Central Texas: Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Appendix A
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 Comission'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

Social-Environmental
Environmental Justice
Natural Resources Stewardship
Locally & Globally

Environmental
Natural Resource Use
Environmental Management
Pollution Prevention
(air, water, land, waste)

Environmental-Economic
Energy Efficiency
Subsidies / Incentives for
use of Natural Resources

Sustainability

Social
Standard of Living
Education
Community
Equal Opportunity

Economic
Profit
Cost Savings
Economic Growth
Research &
Development

Economic-Social
Business Ethics
Fair Trade
Worker's Rights

Adapted from the 2002
University of Michigan
Sustainability Assessment

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 a leader of an organization, public or private, that you may or may not have direct contact with.

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

Social Entrepreneurs
https://www.forbes.com/impact-30/list.html
https://www.investopedia.com/articles/investing/092515/10-most-successful-social-entrepreneurs.asp
https://consciouscompanymedia.com/social-entrepreneurship/19-social-entrepreneurs-watch-2017-2/
https://www.causeartist.com/black-history-month-social-entrepreneurs-of-color-making-history-through-social-innovation/

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
https://consciouscompanymedia.com/

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