

MGT 594:01W - TRANSFORMING ORGANIZATIONS 40927

Cross-listed with MGT 497:01W – Transforming Organizations 41293

Summer I, 2020 – June 1 – July 2, 2020

CLASSROOM: Web-Based Course
MEETING TIME: See Course Schedule for Live sessions
LOCATION: D2L – YouSeeU – EMAIL
TIMES/DEADLINES: All times and deadlines for this course are Central Standard Time (CST)

Professor: Dr. Mildred Golden Pryor, TAMU Regents Professor
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Office: CBT 303 (BA – McDowell Building)
Office Hours: No Office Hours Until Pandemic Is Over
Contact: (The best way to contact is me through email – mildred.pryor@tamuc.edu)

REQUIRED TEXT: Organizational Theory, Design, and Change, Gareth R. Jones, 7th Edition, 2013, Pearson. ISBN: 10:0-13-272994-6

COURSE OVERVIEW AND OBJECTIVES:

This course examines issues related to organizational redesign and specifically to change processes used by organizations to respond to changes in internal and/or external environments. Also included are the sources of change, change strategies, and the impact of change on organizations. Use of case analysis is incorporated into the course to provide an opportunity to apply the concepts and issues related to the studies. Through completion of this course, students will:

- Understand organizational development and other theories, concepts, tools, and methodologies that can be used to transform organizations.
- Understand and be able to apply behavioral, systems, process, and strategic concepts and theories to transform organizations and positively impact their efficiency, effectiveness, and long-term viability and success.
- Be able to analyze an organization, assess its need for transformation, and suggest viable improvements based on organizational development and other theories and tools.
- Understand and be able to use intervention concepts and tools.

COURSE FORMAT: This course is entirely Web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the D2L course management website. Be sure to log onto D2L and check your university e-mail regularly to see what work you are required to do. All of the handouts and assignments for this course are posted under the “Doc Sharing” tab in eCollege. You should submit your work in a format that is compatible with **Microsoft Office 2007/2010** and post it in the appropriate “Dropboxes” when they are due. Please note dates and times on this syllabus to see when live sessions are tentatively scheduled.

COURSE SCHEDULE: A course schedule is included on the fifth page of this syllabus.

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

Please read the Academic Honesty Policy (Ethics Statement) posted under the “Doc Sharing” tab. Then, please note the following in Virtual Office: “I have read the Academic Honesty Policy (Ethics Statement), and I will comply with it.”

STATEMENT OF ETHICAL AND PROFESSIONAL CONDUCT:

The College of Business at Texas A&M University-Commerce faculty, staff and students will follow the highest level of ethical and professional behavior. We will strive to be recognized as a community with legal, ethical and moral principles and to teach and practice professionalism in all that we do.

In an academic environment, we will endeavor to not only teach these values but also to live them in our daily lives and work. Faculty and staff are held to the same standards and expectations as our students.

The Academic Dishonesty Policy of the Management Department is governed by the following university procedures: 13.99.99.R0.03 Undergraduate Academic Dishonesty and 13.99.99.R0.10 Graduate Student Academic Dishonesty. You may read the procedure in its entirety from the University’s website.

Failure to abide by these principles will result in sanctions up to and including dismissal from the University.

SPECIAL NEEDS/REASONABLE ACCOMMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

UNIVERSITY CAMPUS CONCEALED CARRY STATEMENT:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

UNIVERSITY NONDISCRIMINATION STATEMENT:

Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- ❖ **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M University-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace today is electronic, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- ❖ **Regular and Timely Attendance and Participation:** You are expected to login to the course and participate in live sessions. Submit all course work as scheduled. Failure to submit the work on time could result in a grade of “F”
- ❖ **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 594 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be submitted on time.** Assignments are due at the **date** and **time** listed. All work and assignments for the entire course will be available on the first day of class. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. Please submit all written assignments **ON TIME**. If you do not submit assignments on time, I will deduct 10 points per day late.
 3. **Assignments must be complete.** You must complete and submit assignments at the specified due date and time to receive credit for the assignment. Please don’t submit work that is only “half-finished”.
 4. **Please submit assignments in a format that is compatible with Microsoft Office 2007/2010.** Please save all documents as doc or docx files.
- **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- ❖ **E-mail:** While YouSeeU discussions are one mechanism for communicating to the class, I will also be sending emails. Therefore, students must routinely check e-mail sent to your respective TAMUC email accounts. I check my e-mail several times a day, so this is the best way to contact me.
- ❖ **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.
- **Changes to Schedule:** While I plan to stick to the class schedule, there may be occasions to modify the schedule. In these cases, all changes will be announced by e-mail. It is your responsibility to become aware of any such changes.

GRADE COMPONENTS:

Component	Type	Point Value	% Value
Team Strategic Plan	Team	100 points	20%
Case Assignments (2 @ 100 Points Each)	Individual	200 points	20%
Final Exam	Individual	100 points	30%
Team OD Plan	Team	100 points	30%
Course Total		500 points	100%

GRADING SCALE:

A	90 – 100%	450 - 500 points	D	60-69%	300 - 349 points
B	80 – 89%	400 - 449 points	F	Below 60%	Less than 300 points
C	70-79%	350 -399 points			

Incomplete - An “Incomplete- Grade X” will only be provided in the case of emergency
Withdrawal - Must be initiated by the student administratively.

CASE ASSIGNMENTS: Throughout the semester, you will be required to analyze four cases posted in “assignments”. The casework is worth a total of 400 points (40% of your course grade), so take it seriously. Specific instructions for each case will be posted in your course, under the “Assignments” tab. The analyses should be submitted to the “Dropbox” designated for that case. The document must be compatible with Microsoft Word 2007/210. A grading rubric for the case assignments can be found at the end of this syllabus.

FINAL EXAM:

The final exam will test your comprehension of the material presented in the required textbook via selected essay and multiple-choice questions. The exam can be found under activities. Final exam is worth 100 points. A tentative grading rubric for the exams can be found at the end of this syllabus.

ORGANIZATION DEVELOPMENT INTERVENTION (ODI) PLAN: As a team of 3-5 students, you will be required to develop a step-by-step organizational development strategy for an organization that needs to be transformed. Each team will select an organization of their choice. Each team will be involved with analyzing a real organization and developing a step-by-step organizational development intervention strategy for potential use in this same organization. Each team is required to submit (a) an ungraded proposal describing the organization and the planned change required; (b) Organization Development Intervention Plan; and (c) A power-point presentation for the ODI which will be shared with the class.

The paper should be a minimum of 15 pages (full page text – these pages are in addition to the title page, reference pages and appendix page) with a minimum of 15 references in the reference page. The quality and content of the group project will be assessed by the breadth and quality of citations and primary source material used. The purpose of the ODI plan is to determine: “Would the organizational leaders clearly see the value of the intervention strategy and would the organization be able to execute the recommended intervention(s) using only this ODI plan as a resource?”

Please see Organization Development Intervention Plan requirements in the document sharing files. You will find the information needed for completion of this assignment from research in database resources as well as published articles in business periodicals.

DISCUSSION BOARD: This is not a part of grade book, but to encourage participation. There will be 4 (four) discussions throughout the semester. The topics will be related to transforming organizations. For graduate students, pro-active participation is expected which includes such things as initiating questions and discussions, engaging in debate with your peers and instructor, presenting supplemental materials to the class to spark discussion, beginning a new discussion thread for each discussion forum, drawing from your professional and work experiences to enrich class discussion, and actively and meaningfully contributing to class in any number of other ways.

PARTICIPATION: Attendance and engagement in your work is critical to successful course completion. I suggest that you participate and log onto the course site for this course every day to make sure that you stay on track, view the feedback regarding your work, and read any additional information and/or material for this course.

LIVE SESSIONS – YouSeeU - We will tentatively have live sessions in (YouSeeU) every week. It is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. YouSeeU is a part of the course and meeting links will be available in the beginning of the semester.

INTERACTION WITH PROFESSOR PRYOR

- ❖ **THE FOLLOWING DOES NOT APPLY DURING PANDEMIC RESTRICTIONS AND/OR TAMUC CLOSURE:** IF YOU NEED TO MEET WITH ME IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.
- ❖ **THE BEST WAY TO REACH ME AND/OR INTERACT WITH ME IS BY EMAIL i.e., mildred.pryor@tamuc.edu**

ASSIGNMENT AND FINAL EXAM SUBMISSIONS

- ❖ **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS, CASE ASSIGNMENTS, AND THE FINAL EXAM ARE DUE BY 11:30 p.m. CST ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON MONDAY.**

WEEKS	TOPICS: TEXT CHAPTERS	WORK DUE: BY 8:00 AM ON THIS DAY
First June 1	Read Academic Honesty Policy and note in Virtual Office “I have read the Academic Honesty Policy and will comply with it.” Introduction to Syllabus Chapter 1—Organizations and Organizational Effectiveness	Honesty Policy Due on or before June 6
First	Chapter 2—Stakeholders, Managers, and Ethics First discussion	Class Live on June 1 @ 6-7 PM CST.
First	Chapter 3—Organizing in a Changing Global Environment Case 1 Assigned **Introduction to OD Plan**	Discussion Board 1
Second June 8	Chapter 4—Basic Challenges of Organizational Design	Team Strategic Plan Due 6/8 before 11:30 p.m. Class Live on 6/8 – 6-7 PM CST.
Second	Chapter 5—Designing Organizational Structure: Authority and Control - Second discussion	
Second	Chapter 6—Designing Organizational Structure: Specialization and Coordination	Discussion Board 2
Second	Chapter 7- Creating and Managing Organizational Culture	
Third June 15	Chapter 8- Organizational Design and Strategy in a Changing Global Environment	Class Live 6/15 – 6-7 p.m. CST Case Assignment 1 Due 6/15/before 11:30 p.m.
Third	Chapter 9- Organizational Design, Competencies, Technology	Discussion Board 3
Third	Chapter 10- Types and Forms of Organizational Change	
Fourth June 22	Chapter 11- Organizational Transformation: Birth, Growth, Decline, and Death	Class Live 6/22 - 6-7 PM CST.
Fourth	Chapter 12- Decision Making, Learning, Knowledge Management, and Information Technology	Case Assignment 2 Due 6/22 before 11:30 p.m. CST
Fourth	Chapter 13- Innovation, Intrapreneurship, and Creativity	Discussion Board 4
Fourth	Chapter 14- Managing Conflict, Power, and Politics	Submit OD Plan on or Before June 29 @ 11:30 p.m.
June 29	FINAL EXAM	Open from June 13 – July 1, 2020
July 2	Class Ends	

Class Live (YouSeeU) Session dates may change. THIS WEEKLY SCHEDULE IS TENTATIVE

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Identification of Critical Issues and Depth of Analysis I will consider how focused your analysis is, and whether you address many of the existing and critical issues in the case.	Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each issue, providing convincing and supported arguments.	Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each issue, providing convincing and supported arguments, but could have gone into more depth.	Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes most of the issues, providing convincing and supported arguments, but could have gone into much more depth.	Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.
Score:	(40)	(35)	(30)	(25 or less)
Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case	Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.	Provided a sufficient and supported discussion of several valid approaches for dealing with most of the critical, problematic issues in the case, but could have gone into more depth or provided a few more	Discussed some valid approaches for dealing with some of the critical, problematic issues in the case, but could have gone into much more depth, provided more support, and/or provided several more	Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.
Score:	(60)	(55)	(50)	(45 or less)
Turnitin.com Similarity Rating Score: (is a part of overall grade)	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).	Student submits a paper that scores a rather high similarity rating (between 50% and 75%).	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.
		(5 or more points will be deducted)	(10 or more points will be deducted)	(The paper will be evaluated for necessary action)
Overall Quality of Written Communication Score: (Is a part of overall grade)	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent analysis that contained a few minor errors.	Student presented a rather coherent analysis that contained several minor errors.	Student presented an incoherent analysis that contained several major errors.
		(3 or more points will be deducted)	(5 or more points will be deducted)	(The paper will be evaluated for necessary action)
Total Score:	_____ out of 100			

Exam Grading Rubric

The final exam will test your knowledge and understanding of the concepts/topics covered in this course and will be assessed via essay questions. Each question will be evaluated using the following rubric.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Response and Reference Support</p> <p>Demonstration of applicable knowledge of the topic or topics identified in the question; thorough discussion of the topic(s); the more reference support you use to substantiate your discussion, the better. The quality of the journals you cite is also important.</p> <p>Score: (Will be determined later)</p>	<p>Thoroughly demonstrated applicable knowledge of the topic(s) in question. Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p>	<p>Demonstrated applicable knowledge of the topic(s) in question; Convincing, but could have gone into a bit more depth. More references and empirical research could have been used to support the discussion and more references could have come from top-tier journals.</p>	<p>Demonstrated applicable knowledge of the topic(s) in question, but could have gone into much more depth. Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p>	<p>Failed to demonstrate applicable knowledge of the topic(s) in question; Lacks any significant degree of depth. Hardly any references or empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites.</p>

OD Plan Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Identification of Organizational Intervention Strategies Critical to Organizational Development (OD) Score:	Identifies all organizational intervention strategies critical to effective OD. (40)	Identifies many organizational intervention strategies critical to effective OD. (38)	Identifies a few organizational intervention strategies critical to effective OD. (36)	Identifies one or none of the intervention strategies critical to effective OD. (30 or less)
Depth of Your Discussion of These Intervention Strategies and Their Importance to Organization I will consider how detailed your discussion is and how far into depth you go. Score:	Thoroughly discusses and evaluates each intervention strategy and its relation to organization/ transformation, providing convincing and supported arguments. (40)	Discusses and evaluates each intervention strategy, providing convincing and supported arguments, but could have gone into a bit more depth. (38)	Discusses and evaluates each intervention strategy, providing convincing and supported arguments, but could have gone into much more depth. (36)	Fails to discuss and evaluate each intervention strategy, does not provide convincing or supported arguments, and lacks any significant degree of depth. (30 or less)
Literature Review of the Organizational Transformation relevant concepts—Reference Support The more reference support you use, the better. The quality of the journals is also important. Score:	Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each variable was included. Several of the journal articles used came from top-tier journals. (20)	Provides a substantial and clear review of the scholarly journal literature. Some, but not all, variables were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals. (18)	Provides an adequate and clear review of the journal literature, but several variables lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals. (16)	Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified variable. The few articles that were used came from low-level journals or websites. (14 or less)
APA Formatting of References	Student cited ALL references properly, formatted in	Student cited most references properly, formatted in	Student cited many references properly, formatted in	Student cited few references properly, not in accordance with

Students must cite all references in proper APA format, in-text and on reference page. Score: (is a part of overall grade)	accordance with the APA style guide (no errors).	accordance with the APA style guide (a few minor errors). (5 or more points will be deducted)	accordance with the APA style guide (4 or more minor errors). (8 or more points will be deducted)	the APA style guide (4 or more errors with at least 1 being a major error). (10 or more points will be deducted)
Turnitin.com Similarity Rating Score: (is a part of overall grade)	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 50%). (5 or more points will be deducted)	Student submits a paper that scores a rather high similarity rating (between 50% and 75%). (10 or more points will be deducted)	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism. Such papers will be investigated and administrative action may be taken. (The paper will be evaluated for necessary action)
Overall Quality of Written Communication Score: (is a part of overall grade)	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent analysis that contained a few minor errors. (5 or more points will be deducted)	Student presented a rather coherent analysis that contained several minor errors. (10 or more points will be deducted)	Student presented an incoherent analysis that contained several major errors. (Revise and resubmit with an understanding that paper will receive a grade lower than the first attempt)
Total Score:	___ out of 200			

****This rubric is subject to change.**