University of Cincinnati

I. Course Information:

Title: Organizations  
**Course #:** MGMT7000-001, Online  
**Credit Hours:** 2  
**Term:** Summer 2018  
**Prerequisites:** To take this course you must be enrolled in one of these programs: 22DOC, 22GC, 22GOP, 22MAS.

II. Instructor Information:

**Name:** Melissa Newman, MBA, PhD  
**Title:** Assistant Professor, Educator of Management  
**Office Information:** Lindner College of Business, Room 519  
**Number:** (859) 628-0632  
**Email:** melissa.newman@uc.edu  
**Office Hours:** See Blackboard for information about virtual office hours  
**Graduate Assistant:** Jackie Oneyja, oneyja@mail.uc.edu  
**Communication Policy:** Students are encouraged to contact me via email or phone (email preferred). A response will be provided within 24-36 hours except on weekends.

III. Link to Pace:

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

P – Professionalism

- Enhance oral & written communication, express ideas clearly, logically and persuasively.
- Develop and practice teamwork skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

A – Academics

- Develop foundational knowledge of core business functions and their interactions within firms.
- Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques for business plan development.
C – Character

- Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement

- Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

IV. Course Materials

Required


Options for Purchasing the Text Include:

- UC Bookstore, Dubois Bookstore, Amazon, Chegg., etc. (Note: if you can find an earlier edition at a lower cost, that is fine, so long as you ensure that the chapters are in the same order; if a student opts to use a prior edition, it is their sole responsibility to ensure they are reading the same content we cover in class)

V. Course Description:

The purpose of this course is to provide students with a foundation in the study of Organizations (Management) in preparation for the MBA or MS program. The goal is to provide students with an introduction to the study of organizations (strategy, structure, design, and context) to help students navigate through the advanced graduate course work and to become a more effective manager. This entails understanding how organizations work as well as developing requisite personal skills in problem analysis and writing.

VI. Student Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Identify frameworks explaining why organizations look and act the way they do.
- “Talk the talk” of business and organizations.
- Explain business strategy as it pertains to organizational effectiveness.
- Skillfully apply various strategies of organizational structure and design.
VII. Instructional Methods (Including Description about Bb):

The following course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. discussion boards, video lectures, readings, online assessments, etc.) the learner will become immersed and engaged in the learning process. If you are not familiar with these tools, please visit https://kb.uc.edu/kbarticles/blackboard-landing.aspx.

VIII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information: http://www.uc.edu/content/dam/uc/infocsec/docs/general/Policy_StudentEmail.pdf.

IX. Course and Grading Policies:

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. **Academic Integrity:** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)
   - All academic programs at the Lindner College of Business use this “Two Strikes Policy”; Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.
   - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
   - Students will be afforded due process for allegations as outlined in the policy.

3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on
disability-related issues. Students requiring special accommodation must register with the Disability Services Office. [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html)

4. **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concern. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

5. **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website [www.uc.edu/titleix](http://www.uc.edu/titleix) or contact the office at 556-3349.

6. **Missed and/or late examinations, quizzes, and graded exercises:** Discussion board assignments will not be accepted late. Any other work that is turned in late will automatically lose 20% per day, starting at the time at which it was due.

7. **Grade disputes:** If a student wishes to dispute a grade, they have seven days from when the grade was posted in Blackboard to submit a written appeal via e-mail.

8. **LCB Weather Related Protocol:** When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](http://www.uc.edu/titleix) and declare an emergency closing. The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes. During a university emergency closing, all college offices will be closed.

Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.
In the event of inclement weather and the university is closed, the closure will not affect online courses. All course assignments and activities will remain as scheduled in the course syllabus.

9. **Criteria for letter grades:**
Your course grades will be based on your performance on the following. Points listed below are maximums. Grades are assigned using the scale below based upon total number of points earned throughout the course.

<table>
<thead>
<tr>
<th>Graded Discussion Boards (5 @ 20 points each)</th>
<th>100 points (20%)</th>
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</thead>
<tbody>
<tr>
<td>Chapter Assessments (5 @ 30 points each)</td>
<td>150 points (30%)</td>
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<tr>
<td>Participation in Weekly Team Organization Project Discussions</td>
<td>50 points (10%)</td>
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<tr>
<td>Team Organization Project Plan</td>
<td>200 points (40%)</td>
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</tbody>
</table>

**TOTAL POSSIBLE**

| 500 points |

Final grades for the class will be assigned as follows:

- 93% - 100% = A
- 83% - 86% = B
- 73% - 76% = C
- 90% - 92% = A-
- 80% - 82% = B-
- 70% - 72% = C-
- 87% - 89% = B+
- 77% - 79% = C+
- 69% and below = F

Final grades will be based strictly on your point total. For the sake of fairness to all students, no “rounding up” will occur. Please plan/prepare accordingly and do not ask for extra points to “bump up” to the next grade level. Requests for a grade bump, extra credit or a curve will be ignored.

**Description of Major Assignments**

- **Discussion Boards (See Rubric Below) (5 @ 20 pts. each)**
  - In certain modules, students will individually respond to a specific topic with various related questions using research evidence and classroom learning to support their answers. Individual discussion questions and responses need to pertain to each student’s current or former company; not the fictional one developed as part of the Team Organization Project Plan. The rubric below will be used to evaluate the student’s response. Each initial discussion response will be due by 11:59 pm the Wednesday assigned and a follow-up response to peers will be due by 11:59 pm the following Sunday.

- **Chapter Assessments (5 @ 30 points each)**
  - Within some modules, students are expected to complete an online assessment that covers the chapter(s) within that particular module.

- **Team Organization Project Discussion (50 points in total)**
  - At the start of the term, students will be assigned to a specific management team. Together, teams will devise a fictional organization. Throughout the semester, students will work together to develop and shape their fictional company, design its organizational structure, and apply other concepts learned in class to their organization.
- **Team Organization Project Plan (See Rubric Below) (200 points)**
  - At the end of the term, students must submit an Organization Project Plan as a team that summarizes their team organization project. At the end of the semester, students will complete a team and self-assessment survey and students deemed to have not fully and adequately participated in the project will receive a grade reduction.
# X. Course Schedule:

<table>
<thead>
<tr>
<th>Module #: &lt;Dates&gt;</th>
<th>Topic(s):</th>
<th>Readings, Lectures, &amp; Other Materials</th>
<th>Assignments &amp; Assessments</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| Module 1: 5/7/18 – 5/13/18 | Organizations, Stakeholders & Ethics | Chapters 1 & 2 | Module 1: Individual Graded Discussion - Course Introduction Forum  
Module 1.1: Chapter 2 Team Organization Project Discussion – Company Development & Planning  
Module 1.2: Chapter 2 Team Organization Project Discussion - Stakeholders & Ethics  
Assessment 1: Chapters 1 & 2 | Initial post due by 5/10/18  
Response post and assessment due by 5/13/18 |
| Module 2: 5/14/18 – 5/20/18 | Global Environment & Organizational Design | Chapters 3 & 4 | Module 2: Individual Graded Discussion – Organizational Environment & Design  
Module 2.1: Chapter 3 Team Organization Project Discussion – Organizational Environment  
Module 2.2: Chapter 4 Team Organization Project Discussion – Organizational Design  
Assessment 2: Chapters 3 & 4 | Initial post due by 5/17/18  
Response post and assessment due by 5/20/18 |
| Module 3: 5/21/18 – 5/27/18 | Organizational Structure & Specialization | Chapters 5 & 6 | Module 3: Individual Graded Discussion – Organizational Structure & Specialization  
Module 3.1: Chapter 5 Team Organization Project Discussion – Organizational Hierarchy & Evaluation | Initial post due by 5/24/18  
Response post and assessment due by 5/27/18 |
<table>
<thead>
<tr>
<th>Module 4: 5/28/18 – 6/3/18</th>
<th>Organizational Culture</th>
<th>Chapter 7</th>
<th>No Individual Graded Discussion this week</th>
<th>Initial post due by 5/31/18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Module 4.1: Chapter 7 Team Organization Project Discussion – Organizational Culture &amp; Social Responsibility</td>
<td>Response post and assessment due by 6/3/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment 5: Chapter 7</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Module 5: 6/4/18 – 6/10/18</th>
<th>Organizational Strategy</th>
<th>Chapter 8</th>
<th>Module 5: Individual Graded Discussion – Organizational Strategy No Team Discussion this week (work on finalizing team project)</th>
<th>Initial post due by 6/7/18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment 6: Chapter 8</td>
<td>Response post and assessment due by 6/10/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 6: 6/11/18 – 6/17/18</th>
<th>Organizational Change</th>
<th>Chapter 10</th>
<th>Module 6: Individual Graded Discussion – Organizational Restructuring No Team Discussion this week (work on finalizing team project)</th>
<th>Initial post due by 6/14/18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment 6: Chapter 8</td>
<td>Response post due by 6/17/18</td>
</tr>
</tbody>
</table>

| Module 7: 6/18/18 – 6/19/18 | Managing Conflict | Chapter 14 | Final Team Organization Project Plan Submission Course Evaluation | Project Plan and course evaluation due by 6/19/18 |
XI. Rubrics:

1. Discussion Board Posts

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>15-20 points</th>
<th>8-14 points</th>
<th>1-7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>Response directly answers each part of the assigned question.</td>
<td>Response somewhat answers each part of the assigned question.</td>
<td>Response vaguely answers each part of the assigned question.</td>
</tr>
<tr>
<td>Content</td>
<td>Response clearly shows student has read and understood the lesson content by correctly defining the key terms, summarizing concepts, and providing accurate application.</td>
<td>Response shows student has read the content and is beginning to understand the essential elements by defining a few key terms, summarizing concepts, and providing accurate application.</td>
<td>Response shows that the student shows very little evidence that they have read the content and that they are able to effectively apply the essential elements by defining the key terms, summarizing concepts, and providing accurate application.</td>
</tr>
<tr>
<td>Analysis</td>
<td>A clearly stated and supported analysis is provided with regard to the larger concepts of the lesson.</td>
<td>An analysis is provided with regard to the larger concepts of the lesson; however, support is needed to provide clarification of concepts.</td>
<td>An analysis is not provided with regard to the larger concepts of the lesson.</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Skillful control of language and mechanics. Sentence structure is strong and effective in communicating Information.</td>
<td>Generally acceptable vocabulary, relates to topic. Few spelling/Grammatical errors that do not affect meaning.</td>
<td>Limited or inappropriate use of vocabulary related to topic. Many errors in spelling and grammar.</td>
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</tbody>
</table>
## 2. Team Organization Project Plan

<table>
<thead>
<tr>
<th></th>
<th>31-40 (per section)</th>
<th>16-30 (per section)</th>
<th>0-15 (per section)</th>
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</thead>
<tbody>
<tr>
<td><strong>Application of Course Concepts</strong></td>
<td>Provides an extensive and accurate use of course concepts as well as business terminology.</td>
<td>Provides adequate use of some course concepts and business terminology.</td>
<td>Misapplied or did not thoroughly apply course concepts and/or did not adequately communicate using business terminology.</td>
</tr>
<tr>
<td><strong>Thoroughness</strong></td>
<td>Fully addressed all of the key points of the assignment.</td>
<td>Addressed most of the key points, or addressed all partially.</td>
<td>Did not adequately address the key points.</td>
</tr>
<tr>
<td><strong>Creativity &amp; Realism</strong></td>
<td>Business concept is creative, innovative and fully meets an articulated market need.</td>
<td>Business concept is general and either does not fulfill a market need or the case made for the organization is not strong.</td>
<td>Business concept is vague, weak, and/or does not fulfill a market need.</td>
</tr>
<tr>
<td></td>
<td>Business concept is realistic and feasible.</td>
<td>Business concept is moderately feasible.</td>
<td>Business concept is not realistic.</td>
</tr>
<tr>
<td><strong>Organization of Writing</strong></td>
<td>Neat, legible, no grammar, spelling, or usage errors. Reference and citation is provided using correct APA style</td>
<td>Minor errors in grammar, spelling, or usage. Reference citation is provided but not in APA format.</td>
<td>Many errors in grammar, spelling, or usage. No reference(s) and citation(s) are given.</td>
</tr>
<tr>
<td><strong>Style &amp; Substance</strong></td>
<td>Clear, succinct and flawlessly communicated within the length requirement using masterful application of business language. Demonstrated strong command of the topic.</td>
<td>Reasonably clear, but a few minor communication flaws. Demonstrated adequate knowledge of the topic; could have said more.</td>
<td>Weak communication style, slightly unclear and/or contains distracting flaws that impede communication of undermine credibility. Misunderstood topic or somewhat lacking in substantive knowledge of topic.</td>
</tr>
</tbody>
</table>