Carleton University
Sprott School of Business
Fall 2013

Course Title: Introduction to Organization Theory
Course ID: BUSI 3103

Class times
Section A: Thursdays 8:35-11:25 520 SA
Section B: Thursdays 2:35-5:25 304 SA
Section C: Tuesdays 11:35-2:25 518 SA

Professor: Dr. Shibu Pal
Telephone: 613-520-2390
e-mail: shibu.pal@carleton.ca (I will read and answer emails within a couple of work days)
Office: Room 1011 DDT
Consultation: I am in my office much of the day on week days. So please feel free to come up and knock. If you want to make sure I am available, please send me an email and I will make sure I am here and not out for a coffee or something.


Prerequisites: Second-year standing with passing grade in BUSI 2101 or BUSI 2702

Companion site for the text:

Something about this course bugging you? Don’t keep it to yourself: talk to me and let’s see if we can resolve it!

See any inconsistency in this document? Please let me know.
The Course

This core course examines the state of the knowledge of Organization Theory and Design. While the emphasis will be on profit-seeking business firms—big and small—we will discuss all types of organizations including government, NGOs, and non-profit. I will assume prior knowledge to Micro aspects of Organization Behaviour. Some hands-on work experience in a medium to large business firm, or any other organization, will be an asset in this course.

The objective of the course will be to provide you with a necessary understanding, appreciation and familiarization of how most organizations function. This knowledge will directly benefit you every day in your work life as you try to get ahead, wonder about why certain people seem to be involved in most important decisions, why some departments seem to have meetings more than other departments, or what is a corporate office. If you do your share of work, after the course you will be able to competently use the concepts in daily business life in a complex organizational setting or in an academic setting if that is what you are pursuing. Knowledge of Organization Theory will be useful also if you are to be an entrepreneur as your business will hopefully succeed and grow and the business problems will become more complex. Hence the objective can be restated to be development of your ability to apply the concepts in critical and creative thinking and analysis of organizational processes and structures and in assessing literature about the same. Improvement in communication (especially written) skills is another objective, since it is also a programmatic goal in the B.Com and BIB programs.

The vehicles to achieve the objectives will include discussion of readings, in-class analysis of issues, case analysis and written presentations.

Course Objectives

Upon completion of this course students will be expected to:

1. explain concepts of modern organization theory;
2. analyze organizational structures and processes through multiple perspectives;
3. design solutions to organization’s moderately-complex problems.

Class Agenda is on the Last page of this outline
Evaluation processes and their objectives:

1. Preparation for the class meetings
   a. weekly submission of Class Preparation Notes (CPN)
   b. [Not my recommendation, but Alternative for busy/lazy – shift weight to Final exam]
2. Participations on-line for Bonus Marks
3. Two Examinations - Ascertaining completeness of your reading, understanding and abilities to apply the concepts
4. Two Group Case Analysis Reports – preceded by individual submission of case notes: Engaging in a discourse with colleagues to test your grasp of various concepts as you try to apply them; engaging in a mature evaluation of others’ ideas and approaches.

Grading (tentative until 3rd week; see notes below)

<table>
<thead>
<tr>
<th>CPN submissions</th>
<th>10%</th>
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<tbody>
<tr>
<td>Alternative: Shift this weight to the final exam (see below). Note its impact on Satisfactory In-Term Performance.</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam (Multiple Choice – 60 questions; 80 minutes) Covers Ch 1 - 6</td>
<td>25%</td>
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<tr>
<td>Sec A&amp;B: October 24  Sec C: October 22</td>
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<tr>
<td>Final Exam (Combination of MC, written answer questions, case analysis) Centrally Scheduled sometime in December (See notes below)</td>
<td>45%</td>
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<td>Cases ( See notes below)</td>
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<td>Due Dates:</td>
<td></td>
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<tr>
<td>Case 1</td>
<td></td>
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<tr>
<td>Individual Case1 Preparation Sheet (form on cuLearn):</td>
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<tr>
<td>Sec A&amp;B: October 17  Sec C: October 15</td>
<td></td>
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<tr>
<td>Complete Group Report 1: hard copy in class and soft copy on cuLearn</td>
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<tr>
<td>Sec A&amp;B: November 7  Sec C: November 5</td>
<td></td>
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<tr>
<td>Case 2</td>
<td></td>
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<tr>
<td>Individual Case2 Preparation Sheet (form on cuLearn):</td>
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<td>Sec A&amp;B: November 14  Sec C: November 12</td>
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<tr>
<td>Complete Group Report 2: hard copy in class and soft copy on cuLearn</td>
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<tr>
<td>Sec A&amp;B: November 28  Sec C: November 26</td>
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<tr>
<td>cuLearn posting of Reflections: OT Applications (Bonus Mark - see details below)</td>
<td>up to 10</td>
</tr>
<tr>
<td>cuLearn participation on Discussion Forum (Bonus Mark for participants – see process below)</td>
<td>up to 10</td>
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</table>
Satisfactory In-term Performance or FND?

1. The criteria and the standards for Satisfactory In-term Performance are as follow:
   - At least 50% mark in the Midterm;
   - Minimum 70% CPN submissions. If you shift the weight of CPNs to the final exam, performance in the mid-term must be at 60%.
   - Minimum 70% mark in the Midterm will be needed for any bonus mark from on-line posting of OT applications, Reflections after Reading (This standard applies only for this bonus mark item).

2. Unsatisfactory In-term Performance (failure in each of the items above) will lead to a grade of FND (Failure with No Deferral) in this course.

If you miss the midterm because of verifiable medical condition

Please download Carleton’s medical certificate form and submit it to me with the signature of your physician.

There will be a make-up exam in the MC format as soon as possible. The coverage of this exam may be greater as new topics covered in class will have been covered in the meanwhile.

Cell/Mobile Phones

Use of cell phones in class is distracting. Please refrain from receiving or sending any voice/text messages or browsing social media sites.

Laptop

Use of laptops is limited to work related to the same day’s class discussion only. Research shows use of these devices distract other students and their performances are affected negatively. Be kind to your classmates.
Notes on Evaluation Methods

Class Preparation Note (CPN) @ cuLearn carries 10% marks

To gain full value of class discussions you need to read and think about the concepts and illustrations (i.e. examples and vignettes) in the text before class! Regular reading also is going to help you keep up with the class even if you decide not to attend the class.

A CPN will be due every class-week at midnight preceding the class! (Late submissions do not count.)

The CPN you write will have to be based on the reading material planned for that week (except for the first 2-3 CPNs – which should be on Ch 1 for week 1, Ch 2 for wk 2 etc.). Each submission will be marked out of 10. Each complete submission gets you an automatic 1 point out of the allocated 10. The other 9 points will be determined through assessing the quality of any given CPN. 5 random submissions out of possible 11 will be assessed (this number may be dropped to 3 if I run out of resources). The average of these 5 (or 3) marks will be assigned to all the unassessed CPN submissions.

The formula: \[ CPN \text{ average mark, } C_a = \left( \frac{\sum_{i=1}^{5} P_i}{5} \right) \] where,

\[ P_i = CPN \text{ mark of assessed } i^{th} \text{ submission.} \]

\[ CPN \text{ Total mark, } C = n \times C_a \text{ where, } n = \text{number of completed submissions.} \]

Below is an example of a CPN. I have written this with make-believe sentences... to capture the spirit and the intents of the headers):

Interesting Concepts: [Make a list of concepts—they are the new/known terms that you read about in the assigned reading. Select one or two; briefly say what made you think they were interesting.] So your notes could say: “I find the concept X (page p_1) interesting because it seems I can apply this to analyze an idea we were discussing in our finance class (the concept of profit motivation of corporations) the other day!” Or, it could be: “I find the concept X interesting because it allowed me to finally understand that top level managers are more often than less still at work when they are playing golf!”

Most Intriguing example: I found the example about WXY company (page p_3) unbelievable – how could a company like that be so naïve! I thought they were managed by professionals! First off, the event x should have been a red flag; even after that they could have turned it around, but didn’t. I hope I never slip into that in my professional life.

Most Confounding Concept: I thought about the notion of Y (page p_2) long and hard and it didn’t make any sense to me. If it were to be true then there will not be any need for any mid-level managers anywhere, because A,B,C would happen. I will like to clear up my understanding of this in the class – (or maybe I will ask JM to explain this to me: s/he seems to understand everything you say!)
Try not to take a short cut. Indeed you will be cheating yourself if you do as you will be faced with a task of reading and digesting some 200 pages the night before the midterm and some 400 pages for the final exam – and worse: you will not get any value from the course no matter what grade you end up with.

**Alternative to CPN Mark**

If your personal situation/style is such that committing to weekly reading and posting an one-page CPN may be difficult, you may elect not to do CPNs. Within the first three weeks of the course visit cuLearn and choose not to commit to reading the upcoming class material and writing a CPN – you don’t have to give me a reason. Your choosing of the alternative will shift the entire CPN-weight (i.e.e, 10%) to the final exam and alter the in-term performance criteria and standard. Please make sure you read the FND box above (p4). If you end up posting CPNs after this choice, they will not be assessed.

**On-line submissions of OT Applications ....**

You may be eligible for a **bonus mark** of up to 10%. If you score at least 70% in the Midterm exam or have submitted up to 5 of the CPNs (out of possible 6 before the midterm – see page 5), this **bonus mark** or part thereof may be yours if you post up to 5 good quality **“Reflections after Reading.”** Reflections may come to your mind after reading a news item outside of the class. This task is somewhat similar to writing “blogs!” 5 opportunities to post Reflections will be available. Each opportunity will have deadlines – keep an eye on the item @cuLearn. The first time we will evaluate any of your post and make any comments on your submission will be after the midterm results are known. **Late submissions will not count!**

**What do you have to do?** After reading a news item, you may end up linking it to something else you have learned in the course or it may trigger an interesting question in your mind. Such reflections often lead to a deeper understanding of how a concept from this course can be applied to view a news item differently/intelligently!

**What kind of News?** A news item you write about must have appeared on WWW in English in bona fide news publications (e.g. Citizen, Globe and Mail, McLean’s, New York Times, The Economist...). If you find your source piece in print and not on the web, scan the item—making sure the date of publication shows. The reflection item must not be more than 2 weeks old. The posts should be about 300 words.

**Evaluations:** The posts (up to five) will be evaluated as time permits the evaluators (TA and me). This is so because we do not a priori know how many will be posted and how long might it take for us to evaluate. Also, **as this is a bonus mark**, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is, the quality and quantity will be assessed much more critically than other submissions. The linkage of the news item to one or more concepts must be explicit. You must include the page numbers in the text, if that is where you read of the concept, or any other source (some other OT text book or journal – with full bibliographic reference).
All the power to you! The bonus marks along with comments, if any, will be posted as we evaluate them (none before the midterm results are out).

An example of a post of Reflection after Reading:


Date of publication: Oct 15, 2012 [Important to note the date as your post must be within two weeks of the publication.]

(There are many other ways to look at this story – even through the lens of Organization Theory; here is one.)

[As I read the story and reflected on what has been going on around us—including suicides, mass murders, caused supposedly by bullying—in the school system, I wanted to analyze this news item thinking of schools, school boards as organizations. They of course are “organizations!” We just finished discussing goals of organizations and evaluation of effectiveness (Chapter xx, Lecture zz, pp. yy).

I accept a middle/high school’s primary purpose is to educate the students. But surely, a couple of the goals that deserve to be at the top of the goal chart of any school related organization are a) to keep kids safe, b) instil in them a sense of care for others such that they grow up to be good citizens. Assuming that the schools do have these goals, I wonder if they are assessing how well they are attaining them.

If they asked me how they should go about such assessments I will tell them to look at it from the systems view: (in this case) **Inputs** are the kids (being processed through the system), **Transformation** would consist of classes, exams, sports, extra-curricular activities etc., and **Outputs** are graduates, drop-outs, hurt students, .... Inputs are given: whatever the society throws at the system—the kids coming from all kinds of families, being moulded by all kinds of experiences—movies, video games, parents’ education etc.. The system cannot do much about that. What the system can design is the transformation – what are in place that instils a negative value of bullying in the young minds? How do we measure whether these activities, steps or whatever are adequate? My sense is that in this case output measurement needs to be done at the bigger societal system level – there are obvious signs that measurement shows failure. But by focusing our quest for effectiveness we must examine the transformation processes of the schools.] (312 words)

The write-up here shows that you did apply the systems, goals, and effectiveness concepts to gain a richer perspective of the story - none of these concepts were mentioned in the story – but... 300 words or so do not allow you write a big essay – so you need to bring up and apply the right concepts very
efficiently! The above should earn you a 2 (or maybe 1.9) out of 2!
Contribution in Discussion Forum (up to 10 Bonus Marks)  
(Sign up for a group)

You may also be **eligible for a bonus mark of up to 10%**. If you score at least 60% in the Midterm exam or have submitted up to 5 of the CPNs (out of possible 6 before the midterm – see page 5), this **bonus mark or part thereof may be yours**. Any point you may have earned before the midterm will be yours to carry forward regardless of your performance in the midterm. But if you do not perform at 60% level or higher your posting will not earn you any bonus point after the midterm. **Late submissions will not count!**

You are invited to contribute in the **class-controlled and evaluated weekly discussion forum @cuLearn**. Each week a forum topic will be posted for you to make one thoughtful and thought-provoking comment on that topic of Organization Theory. As you read your peers’ comments rate them (you can’t rate your own) out of 5. So each week each contributor will earn the average score that comes out of all peer-ratings. There will be 10 such opportunities through the term.

At the end of the course, I will tally all the ratings and award 10 marks to anyone who has earned at least 40 points (out of possible 50). Part proportional marks will be awarded as well (i.e., if, for example, your score has added up to 20 you will receive 5 **bonus marks**). Anyone’s ratings of 4 or 5, or 0 or 1 **across the board** will be eliminated.

**cuLearn** technology should enable
- any willing and able student to contribute to the discussion any given week
- each contributor to rate all others’ contribution each week
- each contributor to know his/her score for the weeks past and not others’
- me to monitor and download all the scoring data seamlessly

I hope to see a matrix such as below:

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>13/4</td>
</tr>
<tr>
<td>Student 2</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>12/4</td>
</tr>
<tr>
<td>Student 3</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>4</td>
<td>3.5</td>
<td>15.5/4</td>
</tr>
<tr>
<td>Student 4</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>4</td>
<td>13/4</td>
</tr>
<tr>
<td>Student 5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>12/4</td>
</tr>
</tbody>
</table>
Case Assignments

Why Case?

Business cases are carefully written scenarios written by business professors for the purpose of teaching. These scenarios are almost always extracted out of real business organizations. The case method is an effective way ($ cost and time saver) to provide students with experience of the “real world.” Like the real world, cases present us with ambiguities and incomplete information. And you will be acting like managers and try to understand what are the key issues facing the managers in the case. What do we know from the case? What don’t we know? What are some reasonable assumptions we can make in order to go on with the analyses?

Why Group?

Group work allows you to debate with each other about the right way of thinking about an ambiguous situation. One person can fill in some gaps in analysis done by another person. Also, group work is the way the real-life organizations make most decisions. As in the real world, you will not have complete control over the habits and orientations of your group members. This can cause headache for you, this can also provide you with the possibilities of coming up with solutions you alone cannot generate. Real-life employers look for the qualities and skills that you can acquire and hone by doing these group work in a non-threatening environment such as a university course.

Your task and the rubric by which your reports will be assessed are to be found in the following pages.

Instructions for Case “Reports:”

- Please buy the cases directly from https://www.iveycases.com/RegisterUser.aspx.
- Reports must be written in business report style with headings, subheadings etc. One group member must upload your essay to cuLearn before the deadline and present a hardcopy of the same in the class. The presentations must be professional grade. You may consult http://owl.english.purdue.edu/owl/resource/624/01/ http://www.hsc.csu.edu.au/business_studies/intro/writing/writing.html for tips.
- “One disadvantage of report style writing can be that some students tend to write only an outline. Avoid that trap. So, instead of being a concise "report", the presentation becomes nothing more than a series of short points lacking depth, explanation and substantial conclusions or recommendations for action.” (from http://www.hsc.csu.edu.au/business_studies/intro/writing/writing.html)
- You are welcome to consult with Writing Tutorial Services for help. http://www1.carleton.ca/sasc/writing-tutorial-service/.
- The body of the case should not exceed 12 pages excluding executive summary, and appendices if any (if your answer reads well and you have written everything you wish to present refrain from padding your answer up to reach 12 pages). Please use Times New Roman/Calibri 12 (or equivalent) font and 1.5 spacing between lines.
- While the writing has to be in business report style, sources of all material presented must be properly listed in the bibliography. Wikipedia is not a reliable source as anyone can contribute to its contents.
Academic peer reviewed journals and text books from reliable publishers should form your research domain.

The case report shall be a product that is better than any one person in the group could write, because it would be an amalgamate of the selected bests from all members of a group who contribute his/her best to make the final product. All ideas will have been debated, discussed, and evaluated. At the end of the discussions, a group would agree on the contents of the report. As an evidence of personal contribution each of you—individually—must submit on culearn and send each group member by email a Case Preparation Sheet (CPS) before the first meeting of the group.

Submission of each member’s individual Case Preparation Sheet (Max 2 pages)
Although these submissions do not carry any mark, they are mandatory and extremely important. A poor quality CPS, may raise questions in my mind about your contribution to the project and may lead to mark-penalties; I do not promise to award every group member the same mark. Failure to submit a CPS will result in a mark of 0 (Zero) in the report because the conclusion would be you have not participated in writing the report.

In the Case Preparation Sheets:
List in order of importance three (if you cannot come up with three, note however many you can):

a) most imminent problems or reawarding opportunities,
b) likely causes or sources of (a),
c) different paths, actions, changes the organization should consider,
d) criteria you should use to compare the alternatives in (c) – that is, the factors you will consider to be important.

The list should be in order of importance according to you. Also include the page numbers in the text that seem, to you, most likely to be relevant in the discussion. This sheet must reflect your preparation for the group meeting and as such this is your first contribution to the group process. Given the ambiguity and openness of the assignment the probability is zero for any two submissions to be substantially alike. (Yes, you can use point form – as long as the points express your thoughts fully. Read the quote above on page 10.)

If a group member
- has not sent each group member a copy of his/her CPS before the group meets physically or virtually, or
- the sent CPS has no value to the group according to you,

you have a responsibility to let me know. A simple email (cc to all members of the group) will do.

Make sure you familiarize yourself with Carleton’s policies regarding Academic Integrity. Remember what you can access in the web is also accessible to us.

The Case Preparation Sheets are to be posted on the cuLearn site before the 6th class (for the 1st case) and the 10th class (for the 2nd case) commence.
Peer Evaluation Report (optional)

- You will find a report form @cuLearn. If you judge that all group members did not engage in creating the case report, then you have a responsibility to a) let me know your evaluation of each member’s efforts (through the Peer Evaluation Report), b) let the affected member know of your observation. Whether you speak to that member or not, I will consider speaking to him/her. Letting your peers know how they can improve will help them for sure; it will also help you hone an important managerial skill – giving someone a bad news or giving someone constructive criticisms! It does not have to be confrontational; it does not need to be seen as “ratting” as long as you think through the criteria listed in the report form as honestly as you can. This report is optional – if you think of this as just another bureaucratic chore and you are going to turn in a report that blindly checks off some boxes, save your time and do not bother submitting anything.

The quality of a Case Preparation Sheet will be evaluated in the context of a submitted report particularly a) if a group conflict and complaint arises and/or b) the student is absent from 50% or more classes. I reserve the right to proactively look for and assess the quality of these sheets to determine eligibility of your sharing the group mark for the assignment.

The assessment of the case reports (marked out of 100) will be par the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Poor F range</th>
<th>Weak D range</th>
<th>Competent C Range</th>
<th>Good B range</th>
<th>Very good A- to A</th>
<th>Excellent A+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of presentation (style, syntax, vocabulary, grammar.. all assessed)</td>
<td>10%</td>
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<tr>
<td>Seamless presentation that indicates good group work</td>
<td>20%</td>
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<tr>
<td>Strength of analysis</td>
<td>15%</td>
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<tr>
<td>Strength of alternatives</td>
<td>15%</td>
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<tr>
<td>Ties to the course (references made to concepts described in the text or lectures)</td>
<td>30%</td>
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<tr>
<td>Strength of recommendation &amp; implementation plan</td>
<td>10%</td>
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<tr>
<td>Innovativeness of answer (Bonus)</td>
<td>(up to 20%)</td>
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<td>Better than expected</td>
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<tr>
<td><strong>Individual Case Prep Sheets</strong> (they do not add to the group mark; they establish each member’s eligibility for sharing the group mark)</td>
<td>Inadequate (may not be awarded the same mark as the rest of the group; I reserve the right to conduct an interview/exam)</td>
<td>Adequate</td>
<td>Better than expected</td>
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Penalty for late submission: 20% per day. So, if your report earns 80/100, and you are one day late (missing the time and date is automatically counted one day late), then your paper will be awarded 64/100 (80 - 16). Penalty for failure to submit signed *Declaration of Academic Integrity* sheet will result in disqualification of the report from evaluation process.
Case I: Methanex: Developing Strategy in a Commodity Industry - IVEY Case # 9B13M066

Your (consultant) team task: To advise Mr. John Floren, CEO of Methanex. The report must include your opinions on the good and the bad, the fit and the misfit.

Start with an analysis of the situation. Explicitly write down the (theoretical and practical) arguments to support your analysis.

What is meant by Analysis?

Too often we see essentially a summary of the story narrated in the case in this part. That is not what you should be doing. Your analysis should point to events, facts, statements, factors that you see as causes of something mentioned in the case or effects of some causes that are not necessarily explicitly mentioned in the case, but you see the links by applying the learning in this course and/or the prerequisite to this course.

So here we are looking for statements such as “…we think the event X (such as the drop in profit, worker unrest, high morale…) is caused by the structure/strategy/decision etc. that is mentioned in the case. The reason we think so is the concept X (page number in the text, lecture number…) teaches us that when A happens B will follow…” So, this is the diagnosis part – you are applying your knowledge to assess the health of the organization under investigation!

There are two deliverables.

- Case Preparation Sheet (form available @cuLearn site for the course). Due date for this submission is the 6th Meeting (Class time). This submission has no mark associated. However, to be eligible for any marks for the case assignment, you must submit an independently produced sheet. Non-submission of the sheet or submission of a plagiarized sheet will make you ineligible for the group assignment. (If you have been verifiably ill for two weeks before the submission date, please submit a medical certificate and see me. I will generate a different task for you.) See cuLearn.

- You, as a group, must submit on or before the due date and time (Class time: 8th Meeting) one printed report and a soft copy report. The report must have the names and IDs of all authors – inclusion of a name would be interpreted to indicate full participation in creation of the report. If any member has not participated fully, other members should consider turning in a Peer Review (form @cuLearn).

The following questions, framed by the case writers, may help you understand the dynamic of the case better. You don’t need to submit any answer to these questions.

1. Commodity industries are often described as strategically unattractive. Does this description apply to methanol industry?
   a. Identify the major threats to the methanol industry, now and in the future.
   b. Evaluate Methanex’s strategy. What are the significant risks – how can they mitigate the risks?
2. Does Methanex have any competitive advantages? What are the sources of the advantages, if any? Are they sustainable?
3. Should Methanex consider diversification? What core competence, if any, can they build on?
Case II: Leadership at Research in Motion -- Ivey Case# 9B13C019
Due 12th Class meeting

Suppose your (consultant) team was called in by the Blackberry CEO Thorsten Heins for advice along with a few other teams. These other teams were giving him advice on finance, marketing etc. Your team was called in specifically to look at the organizational issues.

Your (consultant) team task: To write a report, based primarily on the information in the case, for Heins advising him on a) how did RIM come to the crisis stage, b) formulate action plan for the future – structural change, cultural change? Come up a few alternative courses of actions and recommend one. Include a brief plan for implementation of your recommendation. (Hopefully Heins survives to take your report.)

There are two deliverables.

1. Case Preparation Sheet (form available @cuLearn site for the course). Due date for this submission is the 10th Meeting (Class time). This submission has no mark associated. However, to be eligible for any marks for the case assignment, you must submit an independently produced sheet. Non-submission of the sheet or submission of a plagiarized sheet will make you ineligible for the group assignment. (If you have been verifiably ill for two weeks before the submission date, please submit a medical certificate and see me. I will generate a different task for you.) See cuLearn.

2. You, as a group, must submit on or before the due date and time (Class time: 12th Meeting) one printed report and a soft copy report. The report must have the names and IDs of of all authors – inclusion of a name would be interpreted to indicate full participation in creation of the report. If any member has not participated fully, other members should consider turning in a Peer Review (form @cuLearn).

This case is obviously still unfolding. New information will be in the news papers between the August 29, 2013 (when I am writing this) and November when you will write the report. If you incorporate some new information beyond the case, make sure you identify the source and show relevance how the new information has helped you with the analysis. If Blackberry goes out of business by the time you get to it, assume that the time has stood still after the case was written.

The following questions may help you get you started. You don’t need to submit any answer to these questions.

1. Who are the stakeholders of Blackberry?
2. What were the goals of RIM, what are the goals when they changed the name to Blackberry? Why and how did they change?
3. What stage of decline is it at? Describe using the model (Exhibit 9.7 in your text).
4. What assumptions do you have to make and why do you have to make them to write the report?
Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. If you have a group assignment you may find the resources at posted @cuLearn site of this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Peer Evaluation Report (optional)

- You will find a report form @cuLearn. If you judge that all group members did not engage in creating the case report, then you have a responsibility to a) let me know your evaluation of each member’s efforts (through the Peer Evaluation Report), b) let the affected member know of your observation. Whether you speak to that member or not, I will consider speaking to him/her. Letting your peers know how they can improve will help them for sure; it will also help you hone an important managerial skill – giving someone a bad news or giving someone constructive criticisms! It does not have to be confrontational; it does not need to be seen as “ratting” as long as you think through the criteria listed in the report form as honestly as you can. This report is optional – if you think of this as just another bureaucratic chore and you are going to turn in a report that blindly checks off some boxes, save your time and do not bother submitting anything.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100  B+ = 77-79  C+ = 67-69  D+ = 57-59
- A  = 85-89   B  = 73-76  C  = 63-66  D  = 53-56
- A - = 80-84  B - = 70-72  C - = 60-62  D - = 50-52
- F  = Below 50  WDN = Withdrawn from the course
- ABS = Student absent from final exam
- DEF = Deferred (See above)
- FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests for Academic Accommodations

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.
Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.
Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to
familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/.

**Assistance for Students:**
Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: http://www1.carleton.ca/sasc/writing-tutorial-service/
Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

**Important Information:**
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://portal.carleton.ca/

**Fall Term 2013**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Last day for receipt of applications from potential fall (November) graduates.</td>
</tr>
<tr>
<td>September 2</td>
<td>Statutory holiday University closed.</td>
</tr>
<tr>
<td>September 3</td>
<td>Fall term begins. Orientation for teaching assistants.</td>
</tr>
<tr>
<td>September 3-4</td>
<td>Academic Orientation. All students are expected to be on campus. Class and laboratory preparations departmental introductions for students and other academic preparation activities will be held.</td>
</tr>
<tr>
<td>September 5</td>
<td>Fall and fall/winter classes begin. Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall/winter and fall term courses. Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall/winter and fall term courses.</td>
</tr>
<tr>
<td>September 18</td>
<td>Last day to withdraw from fall term and fall/winter courses with a full fee adjustment.</td>
</tr>
<tr>
<td>September 27-28</td>
<td>Summer deferred final examinations to be written. Summer deferred final examinations to be written.</td>
</tr>
<tr>
<td>September 30</td>
<td>December examination schedule (fall term final and fall/winter mid-terms) available online.</td>
</tr>
<tr>
<td>October 11</td>
<td>Statutory holiday University closed.</td>
</tr>
<tr>
<td>October 14</td>
<td>Last day for receipt of applications for admission to a degree program for the winter term from applicants whose documents originate from outside Canada or the United States.</td>
</tr>
<tr>
<td>October 15</td>
<td>Fall break no classes.</td>
</tr>
<tr>
<td>November 8</td>
<td>Last day to submit to the Paul Menton Centre for Students with Disabilities Formal Examination Accommodation Forms for December examinations.</td>
</tr>
<tr>
<td>November 15</td>
<td>Last day for receipt of applications for admission to a degree program for the winter term.</td>
</tr>
<tr>
<td>November 25</td>
<td>Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).</td>
</tr>
<tr>
<td>December 1</td>
<td>Last day for receipt of applications from potential winter (February) graduates.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>December 9</td>
<td>Fall term ends. Last day of fall-term classes. Last day for academic withdrawal from fall term courses Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses. Last day for receipt of applications for degree program transfers for winter term.</td>
</tr>
<tr>
<td>December 10</td>
<td>No classes or examinations take place.</td>
</tr>
<tr>
<td>December 11</td>
<td>Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held.</td>
</tr>
<tr>
<td>December 22</td>
<td>Examinations are normally held all seven days of the week.</td>
</tr>
<tr>
<td>December 20</td>
<td>Fall Co-op Work Term Reports due. Fall Co-op Work Term Reports due.</td>
</tr>
<tr>
<td>December 22</td>
<td>All take home examinations are due. All take home examinations are due.</td>
</tr>
</tbody>
</table>
Course Plans and Major Dates (Class agenda may change; however the assignment and exam schedules will not change)

<table>
<thead>
<tr>
<th>SEC A</th>
<th>SEC B (Th)</th>
<th>SEC C (Tues)</th>
<th>Meeting</th>
<th>Chapter(s) to be discussed: <strong>weekly CPN subject</strong></th>
<th>Meeting Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5</td>
<td></td>
<td></td>
<td></td>
<td><strong>No Meeting</strong></td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>9/10</td>
<td></td>
<td>1</td>
<td>Ch 1 + 2 <strong>CPN on ch 1 only</strong></td>
<td>Intro: to course to Org. Theory to Organization and to me (my idiosyncrasies)</td>
</tr>
<tr>
<td>9/19</td>
<td>9/17</td>
<td></td>
<td>2</td>
<td>Ch 1 + 2 <strong>CPN on ch 2 only</strong></td>
<td>Org Design Basics: Goals Stakeholders Strategies Effectiveness</td>
</tr>
<tr>
<td>9/26</td>
<td>9/24</td>
<td></td>
<td>3</td>
<td>CH 1 + 3 <strong>CPN on ch 3 only</strong></td>
<td>Structural Dimensions &amp; Structure <em>Friday of the 3rd week is the deadline for the 1st Reflections opportunity.</em></td>
</tr>
<tr>
<td>10/3</td>
<td>10/1</td>
<td></td>
<td>4</td>
<td>Ch 4</td>
<td>Organizations and their Environments</td>
</tr>
<tr>
<td>10/10</td>
<td>10/8</td>
<td></td>
<td>5</td>
<td>Ch 5</td>
<td>Interorganizational Relationships</td>
</tr>
</tbody>
</table>
| 10/17   | 10/15      |              | 6       | Ch 6                                               | **Individual Case 1 Preparation Sheet Due**  
**Tutorial on Cases**  
Ch 6: Designing Organizations for the International Environment  
*Friday of the 6th week is the deadline for the 2nd Reflections opportunity.* |
| 10/24   | 10/22      |              | 7       | Ch 7                                               | **Multiple Choice Midterm Exam (80 mins) to cover Ch 1-6**  
Ch 7: Organizational Technology - No CPN Due; no Participation Marks |
| **October 29 31 Fall break** | No Class |              |         |                                                   |                |
| 11/7    | 11/5       |              | 8       | Ch 9                                               | **Case 1 Hard Copy Report Due at the beginning of Class (see notes on p..)**  
Ch 9: Organization Size Life Cycle and Decline  
*Friday of the 8th week is the deadline for the 3rd Reflections opportunity.* |
| 11/14   | 11/12      |              | 9       | Ch 10                                              | Ch 10: Organizational Culture and Ethics |
| 11/21   | 11/19      |              | 10      | Ch 11                                              | **Individual Case 2 Preparation Sheet Due**  
Ch 11: Innovation and Change  
*Friday of the 10th week is the deadline for the 4th Reflections opportunity.* |
| 11/28   | 11/26      |              | 11      | Ch 12                                              | Ch 12: Decision-Making Processes |
| 12/5    | 12/3       |              | 12      | Ch 13                                              | **Case 2 Hard Copy Report Due at the beginning of Class**  
Ch 13: Conflict Power and Politics  
*Friday of the 12th week is the deadline for the 5th Reflections opportunity.* |
|         |            |              |         |                                                   | **Centrally Scheduled Final Exam (3 hrs) to cover everything (text and class discussions) - start to finish** |