



Carleton University
Sprott School of Business
Winter 2014

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

Class times Section D **Tuesdays 2:35-5:25** **TB 238**
And rooms Section E **Wednesdays 2:35-5:25** **413 SA**

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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.

Text: Daft, R.L. and Armstrong, A, *Organizational Theory & Design*, Nelson Publ. 2nd Ed. 2012.

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

Companion site for the text:

http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0176503684&template=NELSTU&token=F2B9DF6A89C3D9742E9F437A94DD7ACC9D6AA088C1C5E871F6BEF2959E9D22AE481384312FD3228C09724D52AC4197F9

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? You will understand all that after the course. 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. apply concepts of the course to design solutions to organization's moderately-complex problems.

Class and Course 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)

CPN submissions <i>Alternative: Shift this weight to the final exam* (see below). Note its impact on Satisfactory In-Term Performance.</i>	10%
Midterm Exam (Multiple Choice – 60 questions; 80 minutes) Covers Ch. 1 - 6 Sec D: February 25 Sec E: February 26	25%
Final Exam (Combination of MC written answer questions) Centrally Scheduled sometime in April (See notes below)	45% (*55%)
Cases (See notes below) Consult Agenda at the end of this document for due dates Case 1 <u>Individual Case1 Preparation Sheet (form on cuLearn):</u> Sec D: February 11 Sec E: February 12 <u>Complete Group Report 1: soft copy on cuLearn</u> Sec D: March 4 Sec E: March 5 Case 2 <u>Individual Case2 Preparation Sheet (form on cuLearn):</u> Sec D: March 18 Sec E: March 19 <u>Complete Group Report 2: soft copy on cuLearn</u> Sec D: April 1 Sec E: April 2	Case 1: 10% Case 2: 10% Total: 20%
cuLearn posting of Reflections: OT Applications (Bonus Mark - see details below)	up to 10
cuLearn posting and evaluating of others’ posts on issues (Bonus Mark - see details below)	up to 10

If you miss the midterm because of verifiable medical condition

A Deferred midterm exam will be arranged as soon as possible. The format may be different from the original midterm. Also, the coverage of this deferred midterm exam may be greater as new topics may have been covered in the meanwhile in class. The deferral examination policy at Carleton (Section 2.5 in the CU Undergraduate Calendar) has been adapted to design the following policy.

Students who do not write or complete a midterm examination because of illness or other circumstances beyond their control may apply to write a deferred midterm examination.

If a student becomes ill or receives word of an emergency during an examination and cannot complete the examination, one must hand in one's examination papers immediately to the proctor and request that the partially completed examination be cancelled. The examination must be cancelled by the proctor in order for the student to be eligible to apply for a deferral.



In both cases, the application for a deferral must:

1. be made in writing to the professor no later than five working days after the original midterm examination; and
2. be fully supported by appropriate documentation and in cases of illness by a medical certificate dated no later than one working day after the examination or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The university's preferred medical form can be found at: carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf

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 (If you shift the weight of CPNs to the final exam, performance in the mid-term must be at 60%);
 - Minimum 70% CPN submissions;
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.

Cell Phones



Use of cell phones in class is distracting to everyone in the class. Please refrain from using it.

Laptops and Tablets



Laptops are equally distracting to you as well as to other students.

Distractions: what does the research say?

- Research shows that “*multi-tasking*” using digital devices affects your ability to pay attention to the discussions in the class. Performances in the exams and such of students distracted by others’ laptops are often negatively affected.
- Some students tell me that they take notes using these devices. Research also shows that taking hand-written notes significantly increases retention of the material.
- Research shows use of these devices distracts other students and their performances are affected negatively. Be kind to your classmates.

http://ats.udel.edu/clickers/events/webinclass/AstronomyEducationReview_Duncan_Hoekstra_Wilcox.pdf

Also:

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1070&context=journalismfacpub>

<http://newsroom.unl.edu/releases/2013/10/23/UNL+study+shows+college+students+are+digitally+distracted+in+class>

1. If you must use digital devices constantly while in the class room consider skipping the class and attend to the urgent matters that cannot be put off.
2. If you must use digital devices sometimes while in the class room please sit in the back row so as not to distract other students.

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 week before the class starts! (**Drafts and Late submissions do not count. Make sure you SUBMIT, not just SAVE!**)

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. Minimum 3 submissions out of possible 11 will be randomly picked for assessment. If the number of submissions is less than 3, each submission will be assessed. The average of these marks will be assigned to all the unassessed CPN submissions.

The formula: CPN average mark, $C_a = \left(\sum_1^m (P_i) \right) (\div m)$ where,

P_i = CPN mark of assessed i th submission; m = number of CPNs assessed

CPN Total mark, $C = n \times C_a$ where, n = 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 p₁) 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 p₃) 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 p₂) 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 take a short cut 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.

Rubric for Marking the CPNs

Interesting Concepts:

- Brief description of concept(s): **1 mark**
- Briefly say why one or two concepts are interesting: **2 marks** (explanation, understanding, some indication that the material was actually read or at least skimmed)
- Copy and Paste partly or wholly from the text or any other source: **0 mark**

Most Intriguing Example:

- Brief example: **1 mark**
- Explain why it's interesting: **2 marks**
- Copy and Paste partly or wholly from the text or any other source: **0 mark**

Most Confounding Concept:

- Brief description of concept: **1 mark**
- Explanation (why is it confounding, confusing?): **2 marks**
- Copy and Paste partly or wholly from the text or any other source: **0 mark**

Overall Clarity: 1 Mark (Grammar/Spelling/etc...) This mark is automatically forfeited if there is any copy and paste activity in the document.

Alternative to CPN Mark

If your personal situation/style is such that committing to weekly reading and posting a 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., 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. Also, you will not be eligible to participate in any bonus exercises.

On-line submissions of OT Applications

[Minimum 70% mark in the Midterm and 70% CPN submissions are needed for any bonus mark from on-line posting of Reflections after Reading.]

You may be eligible for a **bonus mark** of up to 10%. If you score at least 70% in the Midterm exam and 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).

	Post from	Post until
1st Reflection	January 7 17:30	January 24th midnight
2nd Reflection	January 25	February 14th midnight
3rd Reflection	February 15	March 7th midnight
4th Reflection	March 8	March 21st midnight
5th Reflection	March 22	April 4th midnight

An example of a post of *Reflection after Reading*:

Source of story: <http://www.theglobeandmail.com/news/national/i-was-bullied-in-school-while-my-classmates-and-teachers-watched-in-silence/article4612426/>

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)

(Express your interest in participating by simply clicking an option @cuLearn)

You may also be eligible for a **bonus mark** of up to 10%. If you score at least 60% in the Midterm exam this **bonus mark** or part thereof may be yours. This is an opportunity for you to develop and hone a professional skill that will come to use in your career: Unbiased performance evaluation of your colleagues, subordinates, and, in some places, your bosses! 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. **Get to know the deadlines and some rules in the document posted @cuLearn.**

You are invited to contribute in the peer 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. You must post your thoughts before you can read any that a peer may have posted. As you read your peers' responses rate them out of 10. 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. So, each week's contribution is worth 1% toward the course total.

The deadline for expression of your interest (by simply clicking an option @ cuLearn.) is January 19th. If you happen to be late in making up your mind, write me an email and I will try to fit you in – no promises.

Here is the time line:

Discussion Topic	Open for Posts	Posts must be rated by
1	Jan 9 – Jan 15	Jan 19
2	Jan 16 – Jan 22	Jan 26
3	Jan 23 – Jan 29	Feb 2
4	Jan 30 – Feb 5	Feb 9
5	Feb 6 – Feb 12	Feb 16
6	Feb 13 – Feb 26	Mar 2
7	Feb 27 – Mar 5	Mar 9
8	Mar 6 – Mar 12	Mar 16
9	Mar 13 – Mar 19	Mar 23
10 (Last)	Mar 20 – Mar 24	Mar 20

Good Luck and Happy Learning!

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?

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!

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 such 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. The reports 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.
- One group member must upload your essay to **cuLearn** before the deadline.

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 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.
- e) Most relevant page numbers in the text for ideas to be used to write the report

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.

1. 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.

Case I: Cameron Auto Parts (Ivey Case # 9B06M015)**Report Due: 8th Class**

As Andy and John are at conflicting positions, Alex has called in your team for advice. Analyze the decision scenario, using the concepts you have learned in the course up to this point, keeping the history and the present state (as described in the case) of the firm in view. Draw conclusions and offer Alex three options, in order of their expected benefits, with detailed pros and cons of each. Defend your conclusions (that is, show how you came up with the set of options).

The following questions are designed to structure your initial thoughts. That is, they will help you start thinking. You do not have to answer these in this sequence or format in your report.

1. What are the risks in all his options?
2. Should Cameron have licensed McTaggart or continued to export?
3. Was McTaggart a good choice for license?

Two deliverables.

1. 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.**
2. You, as a group, must post the report at **cuLearn** on or before the due date and time (**Class time: 8th Meeting**). The report must have the names and IDs of all authors – inclusion of a name would be interpreted to indicate full or partial participation in creation of the report. If any member has not participated fully, other members should consider turning in a Peer Review (form @**cuLearn**).

Case II: WestJet: Building a High Engagement Culture -- Ivey Case# 9B09C012 Due 12th Class meeting**Your (consultant) team task:**

Your (consultant) team task: To write a report for the WestJet's top management team with an analysis of the situation: assessment of current status (what's working, what's not working, what could be improved etc.). Come up a few alternative courses of actions and recommend one. Include a brief plan for implementation of your recommendation.

The following questions are designed to structure your initial thoughts. That is, they will help you start thinking. You do not have to answer these in this sequence or format in your report.

4. Would you like to work for such an organization? Why or why not? [One group member's answer to this question is likely to vary from others'. Even if two says "yes", their reasoning is likely to vary.
5. What does the management team at WestJet believe to be its competitive advantage? What is the source of that competitive advantage?
6. How serious is the threat from conventional airlines that want to imitate the WestJet's culture? What does it take to create a culture of engagement and ownership?
7. How should the management team respond to the pilot issue?
8. What does WestJet need to do to keep its success going as it expands its fleet?

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

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.

In accordance with the Carleton University Undergraduate Calendar, 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 deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2014 exam period is March 7, 2014.

Academic Accommodations 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.

Academic Accommodations 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/>
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Winter Term 2014 (Source: University Calendar)

Date	Activity
January 2	University re-opens.
January 6	Winter-term classes begin.
January 17	Last day for registration for winter term courses. Last day to change courses or sections (including auditing) for winter term courses.
January 31	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.
February 1	Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.
February 14	April examination schedule available online.
February 14-22	Fall-term deferred examinations will be written.
February 17	Statutory holiday. University closed.
February 17-21	Winter Break no classes.
March 1	Last day for receipt of applications from potential Spring (June) graduates. Last day for receipt of applications to the Bachelor of Humanities Bachelor of Industrial Design Bachelor of Information Technology (Interactive Multimedia and Design) Bachelor of Journalism and the Bachelor of Music degree program for the fall/winter session. Last day for receipt of applications for admission to a program for the summer term.
March 7	Last day to submit to the Paul Menton Centre for Students with Disabilities Formal Examination Accommodation Forms for April examinations.
March 25	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).
April 1	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from candidates whose documents originate outside Canada or the United States except for applications due February 1 or March 1.
April 8	Winter term ends. Last day of fall/winter and winter-term classes. Last day for academic withdrawal from fall/winter and winter-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/winter and winter-term courses.
April 9-10	No classes or examinations take place.
April 11-26	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week. Please note that examinations will not be held on April 18-20.

Course Plans and Major Dates (Class agenda may change; however the assignment and exam schedules will not change)

Sec D (Tu)	Sec E (Wed)	Meeting	Chapter(s) to be discussed: weekly CPN subject	Meeting Agenda
1/7	1/8	1	Ch. 1 + 2 CPN on Ch. 1	Intro: to course to Org. Theory to Organization and to me (my idiosyncrasies)
1/14	1/15	2	Ch. 1 + 2 CPN on Ch. 2	Org Design Basics: Goals Stakeholders Strategies Effectiveness
1/21	1/22	3	CH 1 + 3 CPN on Ch. 3	Structural Dimensions & Structure <i>Friday of this week is the deadline for the 1st Reflections opportunity.</i>
1/28	1/29	4	Ch. 4	Organizations and their Environments
2/4	2/5	5	Ch. 5	Interorganizational Relationships
2/11	2/12	6	Ch. 6	Individual Case 1 Preparation Sheet Due on cuLearn at the beginning of Class Ch. 6: Designing Organizations for the International Environment <i>Friday of this week is the deadline for the 2nd Reflections opportunity.</i>
February 17 - 21 Winter break			No Class	
2/25	2/26	7		Multiple Choice Midterm Exam (80 mins) to cover Ch. 1-6
3/4	3/5	8	Ch. 7	Case 1 Report Due on cuLearn at the beginning of Class (see notes in the outline) Ch. 7: Organizational Technology <i>Friday of this week is the deadline for the 3rd Reflections opportunity.</i>
3/11	3/12	9	Ch. 9 CPN on Ch. 9	Ch. 9: Organization Size Life Cycle and Decline
3/18	3/19	10	Ch. 10	Individual Case 2 Preparation Sheet Due on cuLearn at the beginning of Class Ch. 10: Organizational Culture and Ethics <i>Friday of this week is the deadline for the 4th Reflections opportunity.</i>
3/25	3/26	11	Ch. 11	Ch. 11: Innovation and Change
4/1	4/2	12	Ch. 12&13 CPN on Ch. 12	Case 2 Hard Copy Report Due on cuLearn at the beginning of Class Ch. 12: Decision-Making Processes Ch. 13: Conflict Power and Politics <i>Friday of this week is the deadline for the 5th Reflections opportunity.</i>
April 8 Tuesday			No Class for consistency between the two sections	
Centrally Scheduled Final Exam (3 hrs.) to cover everything (text and class discussions) - start to finish				