



Carleton University  
Sprott School of Business  
Fall 2015

Course Title	Introduction to Organization Theory
Course ID	BUSI 3103
Class times	Section A <b>Tuesdays 8:35-11:25</b> - SA 518
And rooms	Section C <b>Thursdays 11:35-2:25</b> - TB 447
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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. 3<sup>rd</sup> Ed. 2015.**  
(2<sup>nd</sup> Edition will also do for the most part, except references to page numbers will not match, and you will not have the free exercise book that will be packaged with the new edition.)

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](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.**









**Calendar Description****BUSI 3103 [0.5 credit]****Introduction to Organization Theory**

Macro-organization theory. Structuring of organizations in a complex global economy. Effects of the external environment, technology, culture and organizational goals on the structure, processes and effectiveness of the organization.

Precludes additional credit for [BUSI 3602](#).

Prerequisite(s): second-year standing, and [BUSI 2101](#) or [BUSI 2702](#).

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You should read and act on these before the first class.

**Course Sharing Websites**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## The Course

This **core** course in the BCom program examines the state of the knowledge of Organization Theory. Don't let the word *theory* scare you. Don't let it lead you to think of it as jibber-jabber!! (You may not know it, but you and I use and apply theories everyday: not just in other university courses, but in our lives! Yes, sometimes we misuse a theory or apply a wrong one.)

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, at the start of your business, and as it grows, and at times when business problems 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. While my emphasis will be on profit-seeking business firms—big and small—we will talk about 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.

## 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 Deliverable Agenda and Schedule Posted Online**

## Evaluation processes and their objectives:

1. In-Class Reports (ICR)  
Weekly Attendance and Submission of Notes [for up to 15% marks] [Attendance by itself does not earn any point; inexcused tardiness or leaving the class early also reduces the weekly mark to 0]. Group submitted notes and, in some occasions, individual notes will be required; random selections will be evaluated.
2. On-line Bonus-Targeted activity: Reflections after reading  
Bonus of up to 10%. **Restrictions apply. Graded with less forgiveness than "usual."** 😞
3. Two Examinations - Ascertaining completeness of your reading, understanding and abilities to apply the concepts.
4. Two Group Case Analysis Reports – **preceded by** mandatory 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.

### Satisfactory In-term Performance or **FND?**

The criteria and the standards for Satisfactory In-term Performance are as follow:

- At least 50% mark in the Midterm
- Minimum 70% of **ICR** submissions (group and individual);
- Minimum 75% class attendance

All this means: If you do not write the scheduled final exam, even for medical reasons, an 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.

## Grading (tentative until 3<sup>rd</sup> week; see notes below)

Attendance and In-Class Reports: Individual, Group	<b>15%</b>
Midterm Exam (Multiple Choice – 35 questions; Short Answer Questions: 2 - 80 mins) Covers Chapters 1 – 6 and Classes 1 - 6 <b>Sec A: October 20 Sec C: October 22</b>	<b>25%</b>
Final Exam (MC questions, short answers): Centrally Scheduled sometime in December (See notes below)	<b>40%</b>
Cases ( See notes below) <i>Individual Case1 Preparation Sheet (form at <a href="#">cuLearn</a>):</i> <i>Complete Group Report 1</i>	Case 1: 10% Case 2: 10% <b>Total: 20%</b>
<b>Reflections @ <a href="#">cuLearn</a>: OT Applications</b> (Bonus Mark - details on p. 8-9)	<b>up to 10%</b>

## Notes on Evaluation Methods

### In-Class Reports (ICR) @ [cuLearn](#) carry 15% marks

#### In-Class Report Evaluations

Group Exercises – 10%

Individual Exercise – 5%

For both categories Random Selection of 3-5 submissions will be graded; Attendance at all classes to be taken into account.

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 you come to the class! When you know what case or exercise will be discussed and conducted in the class, please prepare yourself by reading and thinking about them and the relevant concepts before you come to the class.

ICRs will be due every week during the classtime when I ask you to upload.

Each week posts, whether one post or multiple, will be marked out of 10. **3 to 5** of a student's and same number of a group's submissions out of all possible will be randomly picked for quality assessment through the entire term. If the number of submissions is less than 3, each submission may be assessed. The average of these marks will be assigned to all the unassessed number ICR submissions.

Quality will be assessed on the basis of sufficiency, relevance, theoretical grounding, evidence of due diligence, and timeliness of the posts.

The formula for both group and individual category:

$$\text{ICR average mark, } W_a = \left( \sum_1^m (P_i) \right) (\div m) \text{ where,}$$

$P_i$  = ICR mark of assessed  $i^{\text{th}}$  submission;  $m$  = number of ICRs assessed

**ICR Total mark,  $W$**  =  $(n \times W_a)/N$  where,  $n$  = number of completed weekly submissions,  $N$  = number of opportunities.

## In-Class Discussion Peer Evaluations

You will find a report form @cuLearn . **If you judge that all group members did not engage in creating group submissions—ICRs or Case Reports, then you have a responsibility to a) let me know your evaluation of each member’s efforts and contributions** (via Peer Evaluation Reports on each of the members), **b) consider letting the members know of your observations. It is highly unlikely that a peer is flawless. We all have rooms to improve.** 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 bad news and constructive criticisms! It does not have to be confrontational; it does not need to be seen as “*ratting*” as long as you focus on the listed criteria in the report form as honestly as you can.

If you think of this as just another mind-less chore with no consequence and you are going to turn in a report that blindly checks off some boxes, save your time and submit one report declaring you have no observation to report.

**When I get reports of a poorly performing group member, I will consider speaking to that member and consider deducting marks. Depending on a situation, I might need to communicate to other members as well.**

**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 work 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.

**Late Registration? Too busy with other commitments?**

Sorry, if you miss an assignment or an opportunity to participate in any course related activity due to late registration or to other commitments conflicting with this course, there will be no accommodations.

**Missed assignment because of verifiable medical condition** with medical certificate as stated for missed Midterm:

- No accommodation for bonus-targeted assignments
- An alternate and appropriate task to compensate for missed weekly work

## Reflections: 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** and have submitted at least 90% of the ICRs before the midterm), 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 posts 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 current news item, you may end up linking it to something 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 500 words.

**Evaluations:** The posts (maximum 5) 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).

	<b>News Item cannot be older than</b>	<b>Post until</b>
<b>1<sup>st</sup> Reflection</b>	<b>September 8</b>	<b>September 25<sup>th</sup> 10 PM</b>
<b>2<sup>nd</sup> Reflection</b>	<b>September 26</b>	<b>October 16<sup>th</sup> 10 PM</b>
<b>3<sup>rd</sup> Reflection</b>	<b>October 17</b>	<b>November 6<sup>th</sup> 10 PM</b>
<b>4<sup>th</sup> Reflection</b>	<b>November 7</b>	<b>November 20<sup>st</sup> 10 PM</b>
<b>5<sup>th</sup> Reflection</b>	<b>November 21</b>	<b>December 4<sup>th</sup> 10 PM</b>



## **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 application of 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 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!*

## Cell Phones, Laptops and Tablets



You will have to be armed with at least one of these in the class and use it to upload your (and/or your group's discussion) notes to **cuLearn**. You may also use them to access the Publisher's (Nelson) site to refer to material relevant to the problem solving task at hand.

You may also refer to any material I have posted on cuLearn.

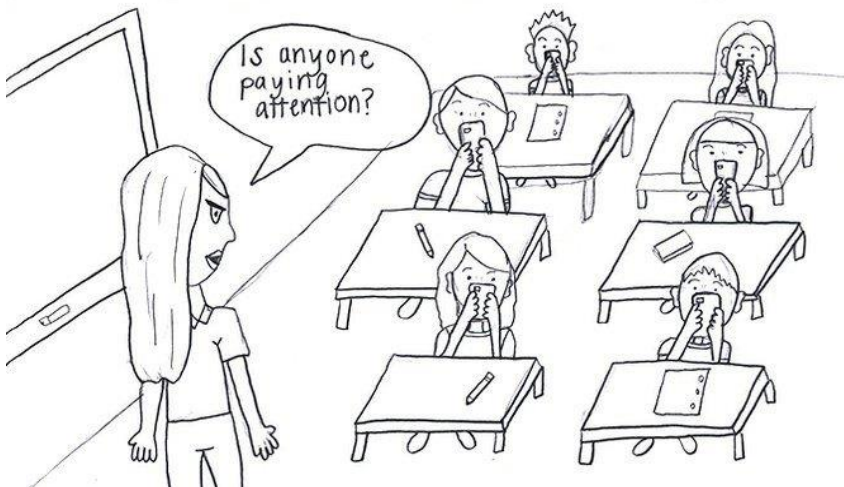
Use of these devices for any other purpose including working on tasks for another course is Prohibited, because their use in class often is distracting to me and many of your peers. You will also be distracted the class.

### 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://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 in the class time, please slip out of the room and take care of your needs.



## Case Assignments

**Be ware: Expectations in this course differ from what is/was expected of you in some other course, including BUSI 3800.**

### 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 does Analysis mean?

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...” 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 create/join a case group with your Section letter in its name. You must do this before **September 25, 10 PM**. If not, I will assign you to a group that has a “vacancy” – without consulting with you. Yes, you can continue with the in-class discussion group, if it has 4 members.
- Please buy the first case directly from <https://www.iveycases.com/RegisterUser.aspx> ; and the second case from .
- 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](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](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.

**Once a group is formed**, establish contact with all your group members right away. You should not meet before the individual CPS has been submitted by all. You can email your group by email feature within the CuLearn environment.

If you have any problem contacting any member of your group please let me know right away. If **you** fail to respond to a group member's attempt to contact you (*it is your responsibility to visit your Carleton email account frequently and make sure all correspondences are noted*), **I will deduct 5%** (of the group score on the case report) from your mark **for each day** of your failure to communicate through Carleton email channel after the CPS submission 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.

## Case Preparation Sheets:

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

1. most imminent problems or opportunities,
2. likely causes or sources of (a),
3. different paths, actions, changes the organization should consider,
4. criteria you should use to compare the alternatives in (c) – that is, the factors you will consider to be important.
5. Most relevant page numbers in the text for ideas to be used to write the report.
6. Your Group ID and group members' names.

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.)

Too many times I hear of a student who took an easy ride on the group's work. If a group member

- does not send each group member a copy of his/her CPS before the group meets physically or virtually, or
- sends a CPS with no value to the group.

**You have a responsibility to let me know.** A simple email (cc to all members of the group) will do. My intervention strategy and resolution will depend on the issue at hand.

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 due date/time.

## Case Peer Evaluation Report

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** (via Peer Evaluation Reports on each), **b) let the affected member know of your observation.**

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 and constructive criticisms! It does not have to be confrontational; it does not need to be seen as “ratting” as long as you focus on the listed criteria in the report form as honestly as you can. If you think all your group members worked perfectly, check the box at the top of the form – you do not have to do one for each member.

***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.***





1. Unique way of looking at a problem/solution – redefining/structuring a problem/solution in a unique way
2. Discovering a problem or inovating a solution that no other group (no more than 5% of the groups) saw
3. Obviously your presenting of the above (1, 2, or both) have to make sense.

**Case I: Arla Foods: Matching Structure with Strategy (Ivey Case: 9B13M112)****CPS Due: October 12, 10 PM; Report Due: November 2, 10 PM**

Your (consultant) team task: To advise Mr. Rasmus Calmann-Hinke pretending it is April 2013. 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.

**Two deliverables.**

1. Case Preparation Sheet (form available @**cuLearn** site for the course). Due date for this submission is the Monday, Oct 12, 10 PM. 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 (Nov 2, 10 PM). 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**).

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

Questions to ponder in the context of their growth strategy:

1. How should Arla create categories? Is this way of thinking makes structuring easier?
2. What sort of structure or processes would allow them to manage in ways that seem to be the call of modern times, different types of customers?
3. What would Arla do about availability of skills?
4. Does the charter of coop – reinvest the profit rather than distribute as dividends – influence how Arla should be structured?
5. Are milk producing owners the same as shareholders?
6. What sort of structure would allow them to innovate as they need to? (You may wish to read the chapter on innovation to think about it.)

**Case II: Case II: LEGO® Products: Building Customer Communities Through Technology (Globalens case (# 1-429-326))**

**Individual CPS due: November 16, 10 PM; Group Report Due: Dec 4<sup>th</sup>, 10 PM**

Your (consultant) team task: Write a report for the CEO, Jørgen Vig Knudstorp, with the analysis of his company's situation. Advise him what he should do: change something? Why? What? Stay the course? Why?

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. A strong LEGO brand and a place in the list of top 10 toy companies in the world in 1990, LEGO management found their business model at risk by 2000. What were the challenges faced by LEGO?
2. What were the changes to LEGO's business model introduced by the new CEO Jørgen Vig Knudstorp? What specific internal changes were launched to support this business model?
3. Describe the role of LEGO online communities in building a customer-centric organization.
4. What is the role of technology as a capability in the new customer-centric business model at LEGO?
5. What are the current challenges faced by LEGO in the market?

**Two deliverables.**

1. Case Preparation Sheet (form available @**cuLearn** site for the course). Due date for this submission is Monday, Nov 16, 10 PM. 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 (**Dec 4, 10 PM**). 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**).

**PURCHASE INSTRUCTIONS:****"LEGO Products: Building Customer Communities Through Technology" (# 1-429-326)**

The cost for one pdf copy of the above case is **\$3.95 USD**. Please have a major **credit card** ready to complete your transaction. Upon completing your transaction, a pdf of the case will be available to you to download. Please follow the detailed instructions below to purchase.

1. First, go to this link: <http://globalens.com/register.aspx> and **register as a NON-Educator** by clicking on the "Proceed" button under "NON-EDUCATORS".
2. Completely fill out all registration information, as prompted.
3. After entering all your "new account holder" information, click on APPLY.
4. Make sure you are logged into our website ([www.Globalens.com](http://www.Globalens.com)) with your username and password.
5. Go to: <http://globalens.com/casedetail.aspx?cid=1429326> (Detail page for "LEGO" case)
6. Under "Purchase" in the upper right of the page, click the blue ADD TO CART button right below the purchase price and quantity.
7. Click on the **MyCart Icon** at the top of the page.
8. On the **CART** page, confirm the correct item and quantity is displayed.
9. If all looks correct, click on the **CHECKOUT** button and fill out the billing information to complete your purchase.
10. Upon completing your purchase, a pdf of the case will be available for you to download within the "My Purchases" section of "My Account".
11. Any problems, email [draheims@umich.edu](mailto:draheims@umich.edu)

**Sprott Student Services:** The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 830am and 430pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/> Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

**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.

**Grading system**

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](mailto: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*).

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November 6 Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities, for December examinations.

*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](http://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](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

**Important Information:**

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- 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/>

## Calendar

Date	Activity
<b>2015 FALL TERM</b>	
August 31	Orientation for Teaching Assistants.
September 1	Last day for receipt of applications from potential fall (November) graduates. 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.
September 2	Fall term begins. Fall and fall/winter classes begin.
September 4	Classes follow a Monday schedule.
September 7	Statutory holiday, University closed.
September 18	Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall term and fall/winter courses.
September 25-27	Summer deferred final examinations held.
September 30	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment.
October 9	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12	Statutory holiday, University closed. Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 15	
October 26-30	Fall break, no classes.
November 6	Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities, for December examinations.
November 15	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 24	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).

<b>Date</b>	<b>Activity</b>
December 1	Last day for receipt of applications from potential winter (February) graduates.
December 7	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 undergraduate degree program transfers for winter term.
December 8	No classes or examinations take place.
December 9-21	Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.
December 21	All take home examinations are due.
December 25 to Jan 3	University closed.



**2016 WINTER TERM**

January 4	University reopens.
January 6	Winter term classes begin.
January 19	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. 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 1	April examination schedule available online.
February 12	Fall term deferred final examinations will be held.
February 12-20	Statutory holiday. University closed.
February 15	Winter Break, no classes.
February 15-19	
March 1	Last day for receipt of applications from potential spring (June) graduates. Last day for receipt of applications to, Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session. Last day for receipt of applications for admission to an undergraduate program for the summer term.
March 6	Last day to submit, Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities, for April examinations.
March 24	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).
March 25	Statutory holiday, University closed. Last day for receipt of applications for admission to an undergraduate 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 1	
April 8	Winter term ends. Last day of fall/winter and winter term classes. 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. Last day for academic withdrawal from fall/winter and winter term courses.
April 9-10	No classes or examinations take place.
April 11-23	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 23	All take home examinations are due on this day.