

Management 4330/7330 Organizational Theory

University of Missouri

Winter 2009

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Class: MW 11:00-12:15pm

I. Course Description

Many management courses take a “micro” perspective—they focus on understanding individuals and small groups within organizations. In contrast, this course in organizational theory takes a “macro” perspective. Our primary focus will be understanding, diagnosing and evaluating the whole organization and its environment as a complex system that evolves over time. The course adopts a holistic approach with special emphasis on the ways organizations structure themselves to compete, adapt and survive.

II. Course Objectives

1. Knowledge Objectives

- To learn the basic language and fundamental concepts of organizational theory and design.
- To learn ways of “seeing” organizations from multiple perspectives using a metaphorical approach.

2. Skill Objectives

- General skills: To apply organizational theories/concepts to practice by observing real organizations such as McDonald’s, engaging in exercises, and conducting a detailed analysis of a real company.
- “Hard” skills: To learn how to conduct an organizational analysis using baseline audit, diagnostic reading, critical evaluation, and SWOT techniques.
- “Soft” skills: To hone the ability to persuasively communicate complex organizational situations, both verbally and in writing; and to sharpen interpersonal skills critical for success in team environments.

III. Content Outline

- Organizational Systems and Effectiveness
- Organizational Vision, Mission, Purpose, Goals, and Strategy
- Organizational Structure
 - “Basic Building Blocks” of Structure (e.g., functional, divisional, matrix, team, network), Structural Dimensions (e.g., formalization, centralization, standardization), Structural Archetypes (e.g., mechanistic, organic, ambidextrous), and Structural Imagery (e.g., organizational charts, organigrams)
 - Organizing for Learning and Self-Organization
 - Organizing for Innovation and Change
 - Organizing with Information Technology
- Organizational Environments
- Organizational Culture
- Organizational Traps
- Organizational Size, Age, and Life Cycle
- Organizational Metaphors (e.g., machines, organisms, cultures, psychic prisons, holographic brains, and information-processing brains)

IV. Prerequisites

- MGMT 3000, Fundamentals of Management, is a prerequisite for this course.

V. Course Materials

- Daft, *Organization Theory and Design*, 2007, 9th edition.
- Morgan, *Images of Organization*, 2006, Updated edition.
- Packet of readings (available at the University Bookstore).
- Occasional class handouts.
- Course website contains lecture notes, important announcements, ancillary material, etc. You can log in to Blackboard from the following web page: <https://courses.missouri.edu/>. Please check frequently for announcements.

VI. Course Evaluation

The evaluation techniques and their respective weights are as follows:

Exams	45%
Exam #1	22.5%
Exam #2	22.5%
Project	35%
Checkpoint #1	15%
Checkpoint #2	20%
Exercises & Quizzes	20%
Exercises	12.5%
Quizzes	7.5%
=====	=====
Total	100%

Student performance will be evaluated on the following 100-point scale, plus/minus grading scale. Please note that the instructor reserves the right to curve class grades as necessary.

Percentage	Grade	Description
100 – 97%	A+	Excellent
96 – 93%	A	
92 – 90%	A–	
89 – 87%	B+	Good
86 – 83%	B	
82 – 80%	B–	
79 – 77%	C+	Average
76 – 73%	C	
72 – 70%	C–	
69 – 67%	D+	Below Average
66 – 63%	D	
62 – 60%	D–	
Less than 60%	F	Failing

VII. Course Requirements

1. Exams

The first exam, scheduled for Wednesday March 4th, will cover:

- Assigned readings in Daft: Chapters 1, 3 and 4, and part of Chapters 2 and 9
- Assigned readings in Morgan: Chapters 1 and 2, and part of Chapter 3
- Assigned articles in course packet: That’s All Folks, 7S Framework, and Organigraphs
- Lecture and discussion in class

The second exam, scheduled for finals week (time and room to be announced at a later date), will cover:

- Assigned readings in Daft: Chapters 8 and 11; part of Chapters 9 and 10
- Assigned readings in Morgan: Chapters 4 and 5, and part of Chapter 7
- Assigned articles in course packet: Strategic Termites, The Honda Effect, The Icarus Paradox, Open Boundaries, Competing on the Edge, Boeing's "Moonshine Shop," How Apple Does It, and Father, Son and Gum
- Lecture and discussion in class

Exams will be given only on the scheduled dates, at the scheduled times. Only in exceptional cases (e.g., when *you* are involved in a life-threatening event or *you* are hospitalized) will I consider altering this policy.

2. Project

Choosing Group Members and Organizations. Your group will consist of approximately 6 people. Each group will be required to choose an organization to which you can secure sufficient information for your analyses. An ideal choice would be an organization on which sufficient secondary data exist (e.g., books, cases, articles, videos, films) and to which you can gain some degree of direct access (e.g., interviews, observation). Examples might include: Harley-Davidson, Home Depot, Starbuck's, Wal-Mart, K-Mart, McDonald's, and Federal Express. PLEASE NOTE: It is your responsibility to engage in a "due diligence" exercise for at least one (and perhaps several) organizations to ensure yourselves and me that you have chosen a viable company for the project. Further, it is your responsibility to come see me *in advance* of the final due date with "due diligence" evidence in hand, so that I can provide advice and feedback. Finally, you need to make sure that I have approved your choice of organizations on or before the deadline noted in the course outline. To facilitate your due diligence effort, you are required to review and complete the "*Due Diligence*" Exercise: *Ground Rules, Expectations and Checklist* available on the course web site.

General Requirements. Each group will take on the role of organizational analysts, conducting a detailed analysis of your chosen organization. You will have two checkpoints at which to present your findings. The specifics of each of these checkpoints are outlined below.

Checkpoint #1: Baseline Audit. You are required to give a 20-minute presentation to the class and provide hardcopies (i.e., paper) of your overheads as well as a reference list and copies of all utilized reference materials to the instructor immediately prior to your presentation. Your "baseline audit" should include: (1) brief history, (2) vision, mission, purpose and goals, (3) strategy, (4) current structure in the form of an organization chart and an organigraph, and (5) assessment of the "fit" of the organization's (a) vision, mission, purpose and goals, (b) strategy, and (c) structure. PLEASE NOTE: Be sure to consult the instructional notes on oral presentations and written project work below for additional information.

Checkpoint #2: Diagnostic Reading, Critical Evaluation and SWOT Analysis. Here you are required to give a 20-minute presentation to the class and provide a bound report of your overheads in hardcopy form (i.e., paper) as well as a reference list and copies of all utilized reference materials to the instructor immediately prior to your presentation. More specifically, you are required to do a brief diagnostic reading using six of Morgan's metaphors and an in-depth critical evaluation using three of Morgan's metaphors covered in class that help you best understand your organization. You should consult Chapter 11 of Morgan, attend project workshops, and review relevant documents on the course web site for guidance on how to do a diagnostic reading and critical evaluation. Building on this foundation, you should then prepare a SWOT analysis listing key environmental opportunities and threats facing the organization as well as key organizational strengths and weaknesses. Be sure to identify and render explicit in writing the metaphor(s) that surfaced each SWOT item. PLEASE NOTE: Be sure to consult the instructional notes on oral presentations and written project work below for additional information.

3. Exercises and Quizzes

Exercises. You will be required to participate in a variety of exercises throughout the term, and provide written work as evidence of your participation. Your write-ups will be graded for quality and quantity of work, and extent of participation by group members.

SPECIAL NOTE FOR THE “VISIT TO MCDONALD’S” EXERCISE:

- After reading Chapter 2 (Morgan) on the machine metaphor, each student is required to visit a McDonald’s restaurant. You need to read the chapter *before* visiting the restaurant.
- Using the machine metaphor to guide your thinking, spend approximately one hour observing at a McDonald’s restaurant. Your observations should be written down while you are at the restaurant.
- From your field notes, prepare a 2-page typewritten summary that describes and makes sense of your observations.
 - Full sentences are required. Bullet format is acceptable.
 - Be sure to organize observations into conceptual categories associated with the machine metaphor (about 3-5 categories). By “conceptual categories associated with the machine metaphor” I mean categories such as efficiency, quantification, predictability, control, deskilled jobs, precision, high standardization (consistency/regularity/reliability), high centralization (top-down decision making), high formalization (lots of written rule and regulations), etc. By “conceptual categories associated with the machine metaphor” I do not mean those categories listed in Exhibit 2.1 of Morgan entitled “A management observation checklist...in a fast-food restaurant.”
 - Please use a title page with your name(s), class time, date, and name of exercise.
 - Please staple all pages together.
 - You may submit this exercise as a small group of two to three students. Only students whose names are typewritten on the cover page will receive credit for the exercise. If your name is handwritten, no credit will be given.
 - Your write-ups are due at beginning of the class session noted in the course outline below. Please come prepared to discuss your observations.

Quizzes. Your performance will be assessed on five short quizzes to be given at the beginning of the class period. Please consult the course outline for quiz material and dates. No make-up quizzes will be given. However, you may drop your lowest quiz score.

4. Peer Evaluation Adjustment.

In order to minimize the tendency of individuals to “free ride” on the efforts of others in group projects and to penalize those who do, each student will evaluate the other members of his or her group. Please see the instructional note on peer evaluations for more details. The peer evaluation form can be found on the course web site.

5. Attendance

Without attending class, it is impossible to participate in exercises, discussions, workshops, cases, etc., and get the full value of this course. Given the importance of attendance to both your and your peers’ learning (and success) in this class: (1) If you have perfect attendance, you will have 2% added to your overall course grade (e.g., 88% (B+) → 90% (A-)); (2) If you miss only one class session, you will have 1% added to your overall course grade; (3) If you miss two or three class sessions, there will be no increase nor decrease in your overall course grade; (4) If you miss four class sessions, you will have 1% subtracted from your overall course grade; (5) If you miss five class sessions, you will have an additional 2% subtracted from your overall course grade; (6) If you miss six or more class sessions, you will have an additional 3% subtracted from your course grade for each missed session over five—for example, if you miss six class sessions (i.e., fail to show up for a full 20% of the course), you will have 6% (1% for the fourth absence + 2% for the fifth absence + 3% for the sixth absence) subtracted from your overall course grade (e.g., 88% (B+) → 82% (B-)). (Think about the example this way: How long would you remain employed if you didn’t show up for work one day a week (20%)?) Coming in just

to take the quiz and then leaving will count as an absence. A pattern of arriving late, leaving early, and/or exiting-and-reentering the class while it's in session will also count as an absence(s). Three such events constitutes a pattern. Your informing me of an absence and my acknowledging this does not constitute an excused absence. While there are no excused absences, MU does have special provisions if you are a member of a U.S. national guard or military reserve unit or the Federal Emergency Management Agency called to active duty while the University is in session. See me for details as soon as possible, should any of these apply. I will be keeping regular attendance records. It is your responsibility to sign the roster during each class session and to legibly print your full name on quizzes as evidence of your attendance.

6. Electronic Devices

Your ability to carefully focus and actively participate in class discussions and exercises is crucial to your success in this course. Electronic devices – including, but not limited to, cellular phones, laptops, PDAs – have been found to direct students' attention away from the learning process. Therefore, before the beginning of each class you are required to turn off all cellular phones, laptops, and other electronic devices and store them someplace other than your work area. Unless otherwise noted by the professor (e.g., strategic workshop days, student accommodation through Disability Services), any student found using an electronic device in the classroom – no matter the length of time – will have 3% subtracted from their overall course grade for each occurrence. See me at the beginning of the term if you have any questions about this policy.

VIII. Instructional Notes

1. Note on Oral Presentations

A PowerPoint slide show is required in order to make the presentation more clear, interesting, and persuasive. I strongly recommend that you come prepared with a backup set of slides. The presentation will be assessed by the instructor using an evaluation form that can be found on the course web site. I do not require that each and every member of the group be a presenter; however, all members should stand in front of the class during the presentation. I strongly encourage you to talk with me prior to your presentation; I will try to answer any questions you may have, reduce your uncertainty, and give you the best advice possible. It has been my experience that those who do not practice their presentations *as a group* prior to delivering them have substantial problems with time, persuasive logic, and consistency/flow between presenters—the moral: you really have to PRACTICE!!!

You will need to give considerable thought to the structure of your presentation. To help you prepare, we will have several project workshops. To maximize the value of these workshops, you need to come as prepared as possible, having thought about the project, having documents in hand from your research efforts, and having talked with me informally.

If you choose to use technologies not supported by our classroom setup, you are responsible for securing all the necessary hardware and software, and having it there on time. If you want me to assist you with such technologies, I ask that you come see me at least one week in advance of the presentation.

Checkpoints will be presented on the dates indicated in the course outline below. If you miss the class period when your group's presentation is due, then your group members will present without you. Any problems associated with a group member's absence should be "taken up" within the group (in advance of the presentation if at all possible). For example, if someone misses a presentation, the group may want to make changes in the previously agreed-upon division of labor or to reflect this lack of participation in a lower peer evaluation.

2. Note on Written Project Work

Slides and reference list should be spiral or coil bound with a professional quality cover page noting the checkpoint number, the company's name, your group number, the name of the course (MGMT 4330), the time of the course (i.e., 11:00), the semester of the course (i.e., Winter 2009), and group member names in

alphabetical order. Your “Reference List” should be placed immediately after your slides. Each reference in your reference list needs to be sufficiently detailed so that I could go to the library or the internet and find the materials. For example, you would not write “Lexis-Nexis” for a Fortune magazine article you found there, but rather you would need to provide the author(s) names, date of publication, article title, name of magazine, and page number. Interviews should also be noted in the reference list – provide name and position of person(s), company name, date of interview, and team member(s) conducting interview. Finally, observations should be noted in the reference list – provide phenomena observed, company name, date of observation, and team member(s) making observation. In addition, you are required to submit all reference materials (copies of all materials used to generate the presentation, including typewritten interview questions/answers and observations. You may put your reference materials in a three-ring binder or a large clip. (Don’t spend a lot of money or time binding reference materials. Be sure to provide a cover sheet with all the information on the cover page (see above). You are required to submit one copy of all of the above, which I will keep.

3. Note on Peer Evaluations

Each group member will be required to complete a peer evaluation form for all group work (e.g., project, exercises). Individual grades will be adjusted to reflect these peer evaluations where appropriate. Some cases of free-riding can result in a substantial grade reduction. Please use the “peer evaluation form” available on the course web site. Every student is required to turn in a peer evaluation. Turning it in late or not at all will negatively affect your overall course grade by 3% (e.g., 90% → 87%) if 0.2-24 hours late, 6% (e.g., 90% → 84%) if 24-48 hours late, and 9% (e.g., 90% → 81%) if over 48 hours late.

In order that every member of the group understands the standard to which the group will hold them, I ask as a group that you thoughtfully come to a consensus and render these standards explicit in a document of understanding (DOU). Type it up, have each group member sign it, and submit this document to me in class on the dates shown in the course outline. Each group member should keep a copy for his/her records. I have examples of DOUs from prior groups that you are welcome to review. Consider, for example, these factors in your discussion and in the drafting of the DOU:

- Did they contribute to the group process? (1) On time for all group meetings, stayed for the duration of the meeting, and was really “into” it. (2) Coordinated his/her schedule with the group so meetings were easy to schedule. (3) Met the task deadlines that were set up by the group. (4) Respected other group members’ time by coming fully prepared for all group meetings. (5) Kept the group organized, cohesive, and progressing toward the completion of group goals. (6) Maintained a constructive, positive attitude throughout the project.
- Did they contribute to the group product? (1) Contributed useful ideas and suggestions. (2) Contributed creative ideas that forced new insights. (3) Strong contributor in the development and/or delivery of the group’s presentation. (4) Strong contributor in the development of the group’s report. (5) Skill in carrying out his/her special role (computer graphics, research, presentations, etc.). (6) Overall quantity of work on the project. (7) Overall quality of work on the project.

IX. Academic Dishonesty

Any form of academic dishonesty, such as plagiarism of written work or verbal presentations and cheating on quizzes will be immediately referred to the Assistant Provost for disposition according to University policies. Disciplinary actions can include suspension or expulsion. Please see the University’s policies regarding Academic Honesty in the MU Catalog and in the M-book. Bottom line: “don’t cheat”!!

X. Americans with Disabilities Act

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. (Please see page 1 or the course website for my office location and hours.) To request academic accommodations (e.g., a note taker), students must also register with the Office of Disability Services, (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. It is the

campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on “Disability Resources” on the MU homepage.

XI. Course Outline

Mon	Jan 19	MLK Jr. Holiday	<ul style="list-style-type: none"> • <u>No class – Have a great MLK Day!</u>
Wed	Jan 21	Course Introduction	<ul style="list-style-type: none"> • <u>Activity</u>: Group Formation • <u>Due</u>: Hand in a sheet of paper with the organization(s) you are considering and names of all group members.
Mon	Jan 26	Course Overview	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 1 • <u>Read</u>: Morgan, Chapter 1 • <u>Read</u>: “That’s All Folks” (course packet) • <u>Activity</u>: Introduction to Library Resources by Business Reference Librarian Gwen Gray • <u>Due</u>: Update the sheet you handed in last time, as needed. • <u>Due</u>: Student profiles with photo attached
Wed	Jan 28	Organizational Systems and Effectiveness	<ul style="list-style-type: none"> • <u>Read</u>: “The 7S Framework” (course packet) • <u>Read</u>: Daft, Chapter 2, pp. 69-70 (Other Factors Affecting Organizational Design; Assessing Organizational Effectiveness)
Mon	Feb 02	Organizational Vision, Mission, Purpose and Goals	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 2, pp. 56-62 (The Role of Strategic Direction in Organization Design; Organizational Purpose)
Wed	Feb 04	Organizational Strategy	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 2, pp. 62-68 (A Framework for Selecting Strategy and Design) • <u>Due</u>: DOU typed and signed by all group members
Mon	Feb 09	Organizational Structure: Mechanistic Approaches	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 9, pp. 332-333 (What is Bureaucracy?) and pp. 335-339 (Bureaucracy in a Changing World) • <u>Read</u>: Morgan, Chapter 2 • <u>Due</u>: Write-up from your “Visit to McDonald’s.” For detailed requirements see p. 4 of syllabus, under the heading “3. Exercises and Quizzes.”
Wed	Feb 11	Organizational Structure: Organic Approaches; Structural Dimensions & Tools for Analyzing Organizational Structure	<ul style="list-style-type: none"> • <u>Read</u>: Morgan, Chapter 3 (exclude Natural Selection and Organizational Ecology on pp. 59-64) • <u>Read</u>: “Organigraphs” (course packet) • <u>Due</u>: Bring information to class necessary to draw your company’s organizational chart and organigraph. • <u>Due</u>: Instructor’s <u>final</u> approval of company for project.
Mon	Feb 16	Organizational Structure: Basic Building Blocks	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 3
Wed	Feb 18	Organizational Environments	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 4
Mon	Feb 23	Checkpoint #1 Overview; Project Workshop	<ul style="list-style-type: none"> • <u>Workshop</u>: Teams work on their projects in class

Wed	Feb 25	Organizational Structure: Ambidextrous Approaches	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 11, pp. 407-411 (Tech. Change) • <u>Read</u>: “Boeing Rethinks How It Builds Planes with Help from Its ‘Moonshine Shop’” (course packet) • <u>Quiz</u>: Boeing “Moonshine Shop” article
Mon	Mar 02	Project Workshop; Exam Comments/Questions	<ul style="list-style-type: none"> • <u>Workshop</u>: Teams work on their projects in class • <u>Questions & Comments</u>: Preparing for Exam #1
Wed	Mar 04	Exam #1	<ul style="list-style-type: none"> • <u>Exam</u>: Take Exam #1.
Mon	Mar 09	Organizational Structure: Organizing for Innovation and Change	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 11, pp. 399-407 and 412-429
Wed	Mar 11	Project Workshop and Exam Feedback	<ul style="list-style-type: none"> • <u>Workshop</u>: Teams work on their projects in class • <u>Feedback</u>: Feedback on Exam #1
Mon	Mar 16	Project Presentations	<ul style="list-style-type: none"> • <u>Due</u>: Checkpoint #1 of Project—Presentations by Groups 1, 2, and 3 • <u>Due</u>: Hand in bound report with slides (paper), reference list, and copies of all reference materials used.
Wed	Mar 18	Project Presentations	<ul style="list-style-type: none"> • <u>Due</u>: Checkpoint #1 of Project—Presentations by Groups 4, 5 and 6 • <u>Due</u>: Hand in bound report with slides (paper), reference list, and copies of all reference materials used.
Mon	Mar 23	Spring Break!	<ul style="list-style-type: none"> • <u>No classes – Have a great Spring Break!</u>
Wed	Mar 25	Spring Break!	<ul style="list-style-type: none"> • <u>No classes – Have a great Spring Break!</u>
Mon	Mar 30	Organizational Structure: Organizing for Learning and Self-Organization	<ul style="list-style-type: none"> • <u>Read</u>: Morgan, Chapter 4 • <u>Read</u>: Daft, Chapter 8, pp. 293-298 (Feedback Control Model, Management Control Systems, The Balanced Scorecard) • <u>Read</u>: “Strategic Termites” (course packet) • <u>Read</u>: “‘Open Boundaries’ Book Mark” (course packet) • <u>Quiz</u>: “Strategic Termites” and “Open Boundaries”
Wed	Apr 01	Organizational Culture I	<ul style="list-style-type: none"> • <u>Read</u>: “The Honda Effect” (course packet) • <u>Read</u>: Morgan, Chapter 5, pp. 115-125 • <u>Read</u>: “‘Competing on the Edge’ Book Mark (course packet) • <u>Quiz</u>: “The Honda Effect” and “Competing on the Edge”
Mon	Apr 06	Organizational Culture II	<ul style="list-style-type: none"> • <u>Read</u>: Morgan, Chapter 5, pp. 125-147 • <u>Read</u>: Daft, Chapter 10, pp. 359-374 • <u>Read</u>: “How Apple Does It” (course packet) • <u>Read</u>: “Father, Son and Gum” (course packet) • <u>Quiz</u>: “How Apple Does It” and “Father, Son and Gum” • <u>Due</u>: If your group wishes to update the DOU for any learning that occurred during the first checkpoint, you may turn in the updated version today. If you have no changes, then you don’t need to do anything.

Wed	Apr 08	Organizational Traps	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 9, pp. 343-346 (Definitions and Causes of Organizational Decline; A Model of Decline Stages) • <u>Read</u>: Morgan, Chapter 7, pp. 207-211 and pp. 235-240 with a focus on the “trap of favored ways of thinking.” • <u>Read</u>: “The Icarus Paradox” (course packet) • <u>Quiz</u>: “The Icarus Paradox”
Mon	Apr 13	Checkpoint #2 Overview; Project Workshop	<ul style="list-style-type: none"> • <u>Read</u>: Morgan, Chapter 11 • <u>Workshop</u>: Teams work on their projects in class
Wed	Apr 15	Organizational Size & Age/Life Cycle	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 9, pp. 320-331 and pp. 334-335 • <u>Comprehensive Exercise</u>: “Club Ed, Part 1”
Mon	Apr 20	Organizational Size & Age/Life Cycle; Information Technology	<ul style="list-style-type: none"> • <u>Read</u>: Daft, Chapter 8, pp. 287-293, 298-300, 304-312 (focus on information technology-related topics) • <u>Comprehensive Exercise</u>: “Club Ed, Part 2”
Wed	Apr 22	Organizational Size & Age/Life Cycle; Project Workshop	<ul style="list-style-type: none"> • <u>Comprehensive Exercise</u>: “Club Ed, Part 3” • <u>Due</u>: Turn in a solid draft of your “diagnostic reading,” and a list of the three metaphors you plan on using for your “critical evaluation.” Failure to make a good faith effort and/or to turn this in late will impact your “professionalism” score for Checkpoint #2. • <u>Workshop</u>: Teams work on their projects in class
Mon	Apr 27	Project Workshop	<ul style="list-style-type: none"> • <u>Workshop</u>: Teams work on their projects in class
Wed	Apr 29	Course Summary; Project Workshop	<ul style="list-style-type: none"> • <u>Summary</u>: I will summarize the major themes of the course and attempt to “put it all together.” • <u>Workshop</u>: Teams work on their projects in class
Mon	May 04	Project Presentations	<ul style="list-style-type: none"> • <u>Due</u>: Checkpoint #2 of Project—Presentations by Groups 6, 5 and 4 • <u>Due</u>: Hand in bound report with slides (paper), reference list, and copies of all reference materials used.
Wed	May 06	Project Presentations	<ul style="list-style-type: none"> • <u>Due</u>: Checkpoint #2 of Project—Presentations by Groups 3, 2 and 1 • <u>Due</u>: Hand in bound report with slides (paper), reference list, and copies of all reference materials used. • <u>Due</u>: Peer Evaluation Form.
Mon-Fri	May 11-15	Exam #2	<ul style="list-style-type: none"> • <u>Exam</u>: Take Exam #2, Time: TBD, Rm: TBD

Note: The instructor reserves the right to amend or re-schedule the course outline as deemed necessary.

Student Profile

MGMT 4330/7330 – Organizational Theory
Winter 2009

Please place
recent photo
here.

Name: _____

Major(s): _____

Student #: _____

Phone Number: _____

MU E-mail Address: _____

Home city/state (e.g., Kirkwood, MO) or city/country (e.g., Tokyo, Japan) _____

Purpose: Please submit this form, along with a recent photo, *no later than Monday, January 26th*. Please provide a photo that looks like you currently look. If you don't have a picture, take a picture id, set the copier to light, zoom it up, and make a photocopy. Please affix your picture with tape or staples.

Employment Experience (If working this term, how many hrs/wk?): _____

What do you hope to do after graduation? _____

Personal interests: _____

Any special objectives or expectations for this course? _____

