



## Syllabus

### SCHOOL OF BUSINESS AND MANAGEMENT

## BUS 402: Managing Organizational Systems and Complexity

5 Credits

Effective: Spring 2020/2021

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## COURSE DESCRIPTION

This course is designed to enhance students' analytical skills in strategic thinking and decision-making through the examination of relevant concepts, tools, and techniques in Complexity Science and Strategic Management. A key component of the strategic management process involves "performing an internal audit," which helps managers to develop an in-depth understanding of the company's internal resources, operations, and capacities. The outputs of the internal audit represent strengths and weaknesses of the organization. Informed by the properties of complex systems and equipped with analytical perspectives and tools such as systems thinking and system archetypes, students will be able to analyze and gain insight into the firm's patterns of behavior and dynamics within various sectors (e.g., management, marketing, finance, operations, and R&D). Students will learn to formulate effective strategies by integrating their knowledge of a company's inner-workings and the external environment.

## COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking

## COURSE OUTCOMES

In this course, learners:

- Describe the nature and role of an internal assessment in formulating strategies.
- Develop and use an Internal Factor Evaluation (IFE) Matrix.
- Summarize and evaluate the major strengths and weaknesses in the functional areas of a business.
- Identify the key components of a learning organization.

- Analyze the relationship between the concept of the learning organization and key properties of complex systems.
- Apply systems archetypes as diagnostic tools to make sense of a system's behavior.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- The Internal Audit
- The Internal Factor Evaluation (IFE) Matrix
- Complex systems
- Systems thinking
- The learning organization
- Systems archetypes
- Organizational structure and behavior
- Learning disabilities
- Strategic management

## **OVERVIEW OF COURSE GRADING**

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Peer Learning Discussions (PLD)	30%
Developing an Internal Factor Evaluation (IFE) Matrix for a Company	25%
An Analysis of the Learning Organization	25%
Utilizing Systems Archetypes to Gain Insight into and Analyze a System's Behavior and to Make Recommendations	20%
<b>TOTAL</b>	<b>100%</b>

## **SPECIFICS OF COURSE ASSIGNMENTS**

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### **Peer Learning Discussions (PLD)**

Whether in class, online, or in a mixed mode setting, you will be graded on your participation in classroom discussions; your ability to present, explain, or defend alternative viewpoints; and the degree to which you have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. Your instructor may also choose to create additional activities to support learning in the classroom or online.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
<b>TOTAL</b>	<b>100%</b>

## **Developing an Internal Factor Evaluation (IFE) Matrix for a Company**

A summary step in conducting an internal strategic-management audit is to construct an Internal Factor Evaluation (IFE) Matrix. This strategy-formulation tool summarizes and evaluates the major strengths and weaknesses in the functional areas of a business, and it also provides a basis for identifying and evaluating relationships among those areas. For this assignment, students will develop an IFE matrix for a company of interest. Students will need to initially select a company and submit it to the instructor for approval. Once approved, students will develop the IFE matrix by completing the following steps:

- 1) List key internal factors as identified in the internal-audit process. Use a total of 20 internal factors, including both strengths and weaknesses.
- 2) Assign a weight that ranges from 0.0 (not important) to 1.0 (all-important) to each factor. The weight assigned to a given factor indicates the relative importance of the factor to being successful in the firm's industry.
- 3) Assign a 1 to 4 rating to each factor to indicate whether that factor represents a major weakness (rating = 1), a minor weakness (rating = 2), a minor strength (rating = 3), or a major strength (rating = 4).
- 4) Multiply each factor's weight by its rating to determine a weighted score for each variable.
- 5) Sum the weighted scores for each variable to determine the total weighted score for the organization.

Next, based on the output of the IFE matrix, students should respond to the following questions:

- a) What strategies do you think would allow the company to capitalize on its major strengths?
- b) What strategies would allow the company to improve upon its major weaknesses?

This paper will be 4-6 pages; APA writing conventions should be followed with a minimum of five (5) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Research of Internal Factors	15%
IFE Matrix	40%
Analysis and Evaluation	15%
Recommendations	10%
Style Including Structure, Flow, Grammar, and Spelling	10%
APA	10%
<b>TOTAL</b>	<b>100%</b>

## An Analysis of the Learning Organization



To learn about how you can **APPLY** the knowledge and skills required for this assignment and create great value for your organization, please review the following two articles: (1) [Morning Star](#), and (2) [Skimlinks](#).

In this class, the Learning Organization model is presented as an ideal paradigm for managing firms. For this assignment, students will explore key reasons for the selection of the Learning Organization as an effective management model. To accomplish this objective, students will address the following:

- 1) Formally define the concept of the Learning Organization and identify its key building blocks. It is important to describe each building block in great depth.
- 2) Establish a relationship between the Learning Organization (mainly its five disciplines) and key principles and properties of complex systems.
- 3) Informed by sections 1 and 2, analyze the effectiveness of the Learning Organization model in relation to the VUCA market. This analysis should thoroughly respond to the question, “Why does the Learning Organization align strongly with the characteristics, dynamics, and demands of the VUCA market?” In this analysis, students should also briefly discuss some primary criticisms of the Learning Organization, which can help to provide a more holistic discussion regarding the effectiveness of this model.
- 4) Carefully review the HBR article, “First, Let’s Fire All the Managers,” to learn about the Morning Star’s management model. Subsequently, identify and discuss some key similarities between Morning Star’s model and the Learning Organization. Conclude this segment by establishing a relationship between the concept of the Learning Organization and the practice of “Self-Management” (eliminating hierarchy). This relationship might help to provide more reasons for the effectiveness of the Learning Organization in today’s VUCA market.
- 5) Conclude the discussions by merging the highlights from the above sections.

This paper will be 6-8 pages; APA writing conventions should be followed with a minimum of five (5) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Analysis	75%
Style Including Structure, Flow, Grammar, and Spelling	15%
APA Style	10%
<b>TOTAL</b>	<b>100%</b>

## Utilizing Systems Archetypes to Gain Insight into and Analyze a System’s Behavior and to Make Recommendations



To learn about how you can **APPLY** the knowledge and skills required for this assignment and create great value for your organization, please review the following two articles: System Dynamics Applied to (1) [Public Health](#), and to (2) [Project Management](#).

This assignment consists of two parts. In part 1, the instructor will provide a case to students that reflects the dynamics of an organization. Students will need to select one or more (if necessary) proper systems archetypes to gain insight into and analyze the structure that forms a specific behavior that is evident in the case. Based on the output of the systems archetype(s), students should make appropriate recommendations to enhance the situation that is described in the case. In part 2, students will find a real-

world scenario by conducting research, and repeat the above steps to analyze a system's behavior and make recommendations. The scenario can be a famous/trending company case or one from the student's or a colleague's workplace.

This paper will be 3-5 pages; APA writing conventions should be followed with a minimum of three (3) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Selection of Systems Archetypes	25%
Analysis	35%
Recommendations	20%
Style Including Structure, Flow, Grammar, and Spelling	10%
APA Style	10%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### **Participation**

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your

instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.ed](mailto:help@cityu.ed) to request a user name and password.