Number
EMPA-POLS 724
Name
Organization & Management
Credit
Three (3) Credit Hours
Term Dates
January 8 – May 4, 2018
Course Prerequisites
None. You need to be familiar with D2L and supporting programs (i.e., Email, Word, PowerPoint, etc.), prior to class start date.
Meeting Time/Location
On-Line
Instructor
Jacqueline Faulhaber, Doctorate of Strategic Leadership
Course Webpage
https://d2l.sdbor.edu/index.asp
Contact Information
Jacqueline.Faulhaber@usd.edu: Use this email address when you need to communicate with me outside (before or after) of course semester dates.

For communication during the semester please communicate with me via the course email system within Desire 2 Learn (D2L). Following this request helps me track your communication with your course. Thank you in advance for your cooperation.

I check my D2L and USD emails at least once a day Monday through Friday. I do not regularly check my email over the weekends. I will try to respond to email messages within 48 hours Monday through Friday.

If you need to speak with me, you can call me at 757-788-1775 between 11:00 am. and 1:00 pm CT Tuesdays and Thursdays. **Please try contacting me by email first, for this is the best way to contact me.**

**Notes:**

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**Instructor Biography**

I have several years of experience helping organizations in non-profit, for profit, government, and church sectors become more effective in reaching their vision, mission, goals, and objectives. I served in the U.S.A.F. many years ago within an electronic technology-based field. My doctoral degree is in Strategic Leadership earned from Regent University’s School of Global Leadership and Entrepreneurship. I earned my Master’s in Public Administration from Troy State University, and earned a Bachelor’s of Art degree in Human Resource Management from Saint Leo University. I have experience teaching online using both WebCt and Desire 2 Learn (D2L) course management software. As well I have a tremendous amount of experience as an online student. My research interests include: spiritual (to include servant and

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Jackie Faulhaber
transformational) leadership; spiritual formation, character development, and ethics; strategic thinking; creating innovative/creative cultures; leadership in turbulent environments; and leading in multicultural and global environments. Regarding my personal interests, I enjoy traveling and anything to do with the great outdoors. I have a wonderful husband and two boys, one in college and one at home yet. In a sense their interests have become my interests as well! I look forward to your introductions over the next two days.

**Instructor’s Teaching Philosophy**

The goal for graduate, professional education is to develop critically reflective practitioners whose decisions integrate theory, research, and experiential wisdom in their lives. I believe human beings construct knowledge by organizing and making meaning of their experience within the context of the assumptions and emotional commitments about knowledge itself, and the individual’s role in creating knowledge, and the environment where decisions take place. I will assign you readings in the field and ask you to reflect on your experience with other students in a collaborative learning group to enable you to develop your own theories and practices. I also recognize that when learning at a distance, timeliness is everything.

**Course Description**

A study of the principles governing the organization and management of public agencies with emphasis on the role of the executive.

**Course Texts & Materials**

**Required**

- Other reading material as assigned, available through the course Desire 2 Learn (D2L) site, link, or USD online library.

**APA Guidelines**

For very general and basic guidelines regarding APA citation guidelines you can visit a website such as: [http://owl.english.purdue.edu/owl/resource/560/08/](http://owl.english.purdue.edu/owl/resource/560/08/). There are also many other internet cites available for you to reference in assisting your compliance with these APA formatting and citation standards. As a note, please use page numbers in all of your in-text citations. This requirement will apply to posts and research papers.

**Case Studies**


**Course Overview and Goals**

The development of skills needed to manage one’s life as well as relationships with others is a ceaseless endeavor. Management skills are the building blocks upon which effective management rests. This course has been designed to meet the behavioral requirements of professionals in administrative positions. It is intended to provide students with a practical, day-to-day application of management principles, with a specific focus on the public and nonprofit sectors. It investigates participant’s personalities, attributes, and values and how those impact your exercise of leadership and management behaviors. Individual differences are explored in the context of ethical management behaviors.
Developing management capacity is rooted in the concepts of how and why people behave the way they do in organizations and how their behavior affects individual, team, and organizational performance (i.e., organizational behavior or OB). The wide range of topics includes such things as developing self-awareness, emotional intelligence, motivation, creativity and problem solving, change management, power and influence, delegation, conflict, and stress management. A basic knowledge of OB concepts and theories is of little use if you cannot apply them to the real world in which we live. Therefore, this course is designed to be a skills application course. The overall goal is to help you incorporate management skills into your professional and personal life. Many people mistakenly think that management is simply “common sense.” The great sage Will Rogers once noted, “Common sense ain’t necessarily common practice”. You cannot do well in this class simply by “reading the material.” This course will require effort on your part as you assess your own current skill level for each topic, read course material and current research findings, reflect on previous experiences involving course topics, analyze selected cases and exercises, and then practice the development of your own improved management skills.

I draw a clear distinction between leadership and management. Not all do so – in fact, Whetten and Cameron do not draw much of a distinction at all. However, my own perspective is that to manage is to discover each person’s unique talents and to utilize them productively. To lead is to call others to a more desirable future and to create followers who will act in a manner to create that vision of a desirable future. Leadership is and must be open to a wide variety of values – management is open to a few values (efficiency, etc.). This is mostly a management course, and there is a separate leadership course (LDR 501) in the MPA program, and is a requirement for the MSA - Organizational Leadership option.

The content used in our learning environment is as follows:

- **Overview** – models of organizational effectiveness

  Part I: Personal Skills – managing yourself
  - Developing Self-Awareness
  - Solving Problems Analytically and Creatively

  Part II: Interpersonal Skills – getting along with others
  - Building Relationships by Communicating Supportively
  - Motivating Other People

  Part III: Group Skills – leading others
  - Building Effective Teams and Teamwork
  - Leading Positive Change

  Part IV: Organizational Skills – managing organizations
  - Designing Effective Designs
  - Understanding Rational, Natural, and Open System Designs
  - Structuring Organizations
  - Goal Setting, Power, and Control Considerations

  Part V: Managing Beyond One’s Organizational Boundaries
  - Understanding & Evaluating Environment

Within each of these topic areas I use the following tools.

1. **Guided notes** are provided for some modules under the content link. These notes are provided to help you identify the key concepts from the readings and prompt you to critically think about what you are reading. I suggest that you review the notes as you are reading the assignments for each module.

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2 A wise old sage observed that you cannot lead others before you learn to manage yourself.
2. **Collaborative learning.** The collaborative learning process is an important learning strategy for this course to promote authentic learning through presenting, questioning and developing understanding in concert with each other. I will ask you to dialogue with other participants in your learning group by sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences.

More on collaborative learning: Four key components are necessary for the completion of this on-line course: self learning or autonomous learning and collaborative learning, critical thinking, and effective writing skills. First, is the ability to proactively engage in the self-learning process. Self-learning does not necessarily mean that you go at your learning experience alone. You will learn through active participation with other members of this course and the instructor. What self-learning means in this course is that you ultimately take responsibility for your own learning. For example, the self-learner takes a proactive approach to his or her learning by reading and synthesizing course readings prior to the period start date. As well he or she knows the importance of researching different mediums to find answers to solutions. The instructor might further ask the student answer his or her own questions by searching out the answers through course and non-course readings and dialogue with other students. In other words, the instructor will act as a facilitator and will point you in a direction or potential alternative explanation for you to consider and synthesize. As well, collaborative learning is vital in achieving course learning objectives. These strategies can further help facilitate the second key component for this course, critical thinking.

Please view the following website for gaining a better understanding of critical thinking: [http://www.criticalthinking.org/aboutCT/definingCT.cfm](http://www.criticalthinking.org/aboutCT/definingCT.cfm). Critical thinking is also considered a very important skill that all managers and leaders to find creative and innovative solutions to problems that can arise out of turbulent, uncertain, and continuously changing environments. Lastly, effective writing and communication skills are necessary for the completion of this course. This course relies primarily on written communication. As such, your writings, everything from forum discussions to case study discussions to research papers will require good writing skills that effectively communicate your knowledge and understanding to others.

3. **Assignments** are designed to provide you with an opportunity to apply what you are learning. All assignments should be done in APA.

a. **Electronic files.** Assignments should be in a single file with your name as the first part of the file name. That is, `<yourname POLS 724 topic paper>` would be the file name of the single file a student named “Phil Yourname” submits as the topic paper assignment. Documents should not be attached for weekly discussions. Assignments are due in the D2L drop box on the date assigned. D2L attaches a date stamp which is the official record of when the assignment is submitted. Late assignments are subject to a reduction in the number of points available.

b. **A grading rubric** is available for each written assignment in “general matters” on the D2L course web site. I recommend you review the rubric before submitting an assignment to be sure that you have included all the requirements for the assignments. The rubric is the checklist I use to award points for your assignments.

**The mission of the MPA program** as noted in the 2013-2014 MPA Program Handbook is as follows:

*The Master of Public Administration (MPA) degree program is designed to prepare students to be leaders who are committed to serving the public interest with personal integrity, professional competence, constitutional principles, and respect for human dignity.*

**Learning Objectives**
Upon successful completion of the course, participants will achieve the following objectives:

<table>
<thead>
<tr>
<th>MPA Program Objective</th>
<th>EMPA 724 Learning Objective</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to teach individuals to understand and value an orientation to public administration; a strong commitment to demonstrated constitutionalism, and an ethical response to public service;</td>
<td>Know the competing values used to classify organizational effectiveness and apply these perspectives to specific managerial situations</td>
<td>Forum discussions</td>
</tr>
<tr>
<td></td>
<td>Explore one’s own reflected best self and prepare a portfolio to demonstrate these strengths</td>
<td>Written text and forum discussions</td>
</tr>
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<td></td>
<td>Assess current level of skill competence and knowledge by demonstrating awareness of openness to change</td>
<td>Personal Strategic Self Audit</td>
</tr>
<tr>
<td></td>
<td>To demonstrate awareness of best practices in organizational design for public and not-for-profit organizations in different contexts (e.g., service delivery, regulatory, etc.).</td>
<td>Forum discussions</td>
</tr>
<tr>
<td></td>
<td>Demonstrate how an organization can be designed to meet the organization’s vision or mission.</td>
<td>PowerPoint Presentation</td>
</tr>
<tr>
<td>2. to prepare individuals for an administrative career in public service in a governmental or nonprofit organization;</td>
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<tr>
<td>3. to introduce students to an interdisciplinary social scientific orientation to problem solving and to dealing with ambiguity, linking theory to practice in a rigorous academic environment;</td>
<td>Learn and practice evidence-based best practices</td>
<td>Forum discussions</td>
</tr>
<tr>
<td>4. to encourage students to accept responsibility for their learning and professionalization.</td>
<td>Transfer classroom learning to professional practice and foster continuous learning.</td>
<td>Survey instruments Personal Development Plan</td>
</tr>
</tbody>
</table>
Course Topics, Assignments, Grading, and Due Dates

The final grade for the course is based upon the scores you earn on discussion posts, papers, and assignments given throughout the term. In completing assignments you should incorporate material from the texts, any supplementary material presented, and your personal study (to include academic journals), experiences, and observations. The following is an outline of the relative weight given to each assignment:

<table>
<thead>
<tr>
<th>Module Topics, Assignments</th>
<th># Posts</th>
<th>Points</th>
<th>Initial Post Due</th>
<th>Final Post Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Instructor Introduction</td>
<td>1</td>
<td>5</td>
<td>NA</td>
<td>Jan 12</td>
</tr>
<tr>
<td><strong>Personal Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1: Developing self-awareness</td>
<td>3</td>
<td>25</td>
<td>Jan 15</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Module 2: Solving problems analytically and creatively</td>
<td>3</td>
<td>25</td>
<td>Jan 22</td>
<td>Jan 25</td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3: Building relationships by communicating supportively</td>
<td>3</td>
<td>25</td>
<td>Jan 29</td>
<td>Feb 1</td>
</tr>
<tr>
<td>Module 4: Motivating others</td>
<td>3</td>
<td>25</td>
<td>Feb 5</td>
<td>Feb 8</td>
</tr>
<tr>
<td><strong>Group Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5: Building effective teams and teamwork</td>
<td>3</td>
<td>25</td>
<td>Feb 12</td>
<td>Feb 15</td>
</tr>
<tr>
<td>Module 6: Leading positive change</td>
<td>3</td>
<td>25</td>
<td>Feb 19</td>
<td>Feb 22</td>
</tr>
<tr>
<td><strong>Personal Strategic Audit Writing DUE</strong></td>
<td>300</td>
<td></td>
<td>Feb 26</td>
<td></td>
</tr>
<tr>
<td><strong>Managing Organizations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 7: Organizational theory overview (designing effective designs)</td>
<td>3</td>
<td>25</td>
<td>Feb 26</td>
<td>Mar 15</td>
</tr>
<tr>
<td><strong>Spring Break (March 3 -11) no posts during this time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Module 8: Organizing considering rational systems approach</td>
<td>3</td>
<td>25</td>
<td>Mar 19</td>
<td>Mar 22</td>
</tr>
<tr>
<td>Module 9: Organizing considering natural systems approach</td>
<td>3</td>
<td>25</td>
<td>Mar 26</td>
<td>Mar 29</td>
</tr>
<tr>
<td>Module 10: Organizing considering open systems approach</td>
<td>3</td>
<td>25</td>
<td>Apr 2</td>
<td>Apr 5</td>
</tr>
<tr>
<td>Module 11: Structure considerations</td>
<td>3</td>
<td>25</td>
<td>Apr 9</td>
<td>Apr 12</td>
</tr>
<tr>
<td>Module 12: Goal setting, power and control considerations</td>
<td>3</td>
<td>25</td>
<td>Apr 16</td>
<td>Apr 19</td>
</tr>
</tbody>
</table>

**Managing Beyond One’s Organizational Boundaries**

| Module 13: Evaluating organizational environment   | 3       | 25     | Apr 23           | Apr 26         |
| **Organizational Design Proposal PowerPoint DUE**  | 370     |        | May 1            |                |
| **Total**                                         | 1000    |        |                  |                |

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% to 100% (900-1000 Points)</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89% (800-890 Points)</td>
<td>B</td>
</tr>
<tr>
<td>70% to 79% (700-790 Points)</td>
<td>C</td>
</tr>
<tr>
<td>60% to 69% (600-690 Points)</td>
<td>D</td>
</tr>
<tr>
<td>59% and below (0-590 Points)</td>
<td>F</td>
</tr>
</tbody>
</table>

**Overdue assignment policy:**

Assignments are expected to be turned in on time. Only in the case of an approved extension (due to emergency reasons only) requested before the due date, will the assignment be accepted. An
assignment (papers only) turned in one day late will be deducted 10 points and up to 5 points for each additional day late. If you cannot hand the paper in on time, contact me before the due date and I will consider an alternative due date; however, late points may still be assessed depending upon the reason for the late assignment. For the last assignment of the semester, consideration will be given only in extreme circumstances. Even with an extension, the latest that a paper will be accepted is the last day of the semester. In the rare case that an offer to re-write the assignment was extended to the student, the assignment will not be accepted unless it is prior to the re-write due date; in this case, the student would maintain their original grade. Keep in mind the necessity of planning ahead. Work related travel and long work hours will not preclude you from turning an assignment in on time. If advance permission is not granted for assignments with an extension due date, you may receive a “zero” for that assignment depending upon the reason.

All discussion posts are expected to be turned in by the initial post due date and final post due date. Extensions of due dates are not given for forum discussions, as these discussions are part of your participation and learning in the course, thus they must occur during the designated discussion period. No credit will be given for late posts. Please see the Schedule of Assignments (SOA) section toward the end of this document for more specific guidelines regarding discussion posts and assignments.

**What you have to do to earn points that will lead to earning a grade**

1. **Class Participation (325 points)**

   You will be asked to write three different types of assignments to help you learn to analyze, synthesize, and evaluate the literature on management in the public and nonprofit sectors (we also sometimes talk about business management and business organizations because they are often more visible, and management fads are brought into the public and nonprofit organizations without evaluating their appropriateness).

   o Each week, I will ask you to participate in the collaborative learning process. This involves dialoging with other students in your learning group by sharing thoughts and ideas regarding the essential points from the exercises, readings and dialoging about how they relate to your own experience. I post a discussion question for each module in each group’s discussion board. You should plan 90-120 minutes per week to participate in online asynchronous discussion (not bounded by a single point in time and space) with other students. A good guide to follow regarding time expectations.

     o By **Monday** of each week an initial post of >250 words (excluding reference and in-text citation word count) must be posted. I will comment on your posts if I feel that redirection, confirmation, or additional information would value the discussion.

     o By **Thursday** of each week, you will need to read the comments of the members of your collaborative learning group and offer a short (>100 words; excluding reference and in-text citation word count), appropriate supportive or challenging comment (noting how your experiences, context and interpretation of events might be different or similar, etc.) to the members of your group.

     o I will strive to send you a grade between Monday and Thursday following the end of the posting period for the week.

   Please note: in order to see the post of others, one **must post their initial post to the forum first.**
Posting Directions:

- You should have an initial post of at least 250 words and construct two response (except last forum) posts to other students’ posts to exceed 100 words for each week. You can use the toolbar word count option in your word processor to easily count the number of words you have typed. As well, I would recommend using the grammar and spell check function to ensure grammatical and spelling accuracy.

- IMPORTANT: In grading these discussions I will consider application of readings, use of outside research materials, use of critical thinking, how well you engaged with others in the discussion, application of your own experience, appropriate citation of posts using APA, and the use of proper grammar and spelling. Please see the following grading rubric for guidance on how I will grade.

Post Grading for Each Forum:

Your discussion posts will be graded on the above noted requirements and the grading rubric below. Please note that each element of the grading rubric is not mutually exclusive, but interdependent. Grades in one element can affect scores in other elements. For example, if: a) an initial post is late, it will impact the group dynamic score depending upon the degree to which it is late; b) the expressed views are not supported, it can affect the comprehension scores; c) there are not 3 full posts that meet the word count, it can impact other element areas; d) the information is not cited, inappropriately cited, etc., it can affect the requirement for supported views in the comprehension section; e) the initial post and response posts are submitted on the final day posts are due, a few hours, or one hour before the final due date hour, it can be expected that they will not get a good group dynamic score because most students have already submitted their discussion posts prior to the closing of the forum at 11:59 pm…nor can it be expected they will earn a good grade even if the other elements are met; and, f) a student does not use course and/or external resources to support their views because they did not cite the sources, it can impact the extra resources element of the rubric. These are just a listing of potential adverse effects insufficient performance on one element can affect another element.

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**DISCUSSION PARTICIPATION RUBRIC** for Forum:

<table>
<thead>
<tr>
<th></th>
<th>A+ (96-100)</th>
<th>A (90-95)</th>
<th>B (80-89)</th>
<th>C (70-79)</th>
<th>D (60-69)</th>
<th>F (below 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPREHENSION &amp; CRITICAL THINKING (e.g. probes deeper thinking, questioning of assumptions, critical evaluation of other’s posts)</strong></td>
<td>Comments advance the level and depth of the dialogue (consistently)</td>
<td>Comments occasionally advance the level and depth of the dialogue</td>
<td>Makes relevant comments based on the assigned material (ongoing)</td>
<td>When prepared, makes relevant comments based on the assigned material</td>
<td>Demonstrates a noticeable lack of interest in the material (on occasion)</td>
<td>Demonstrates a noticeable lack of interest in the material (ongo-going)</td>
</tr>
<tr>
<td>EXTRA RESOURCES USED: (helps facilitate understanding, critical evaluation of materials, assertions, biases, assumptions, etc., and aids in the support of opinion)</td>
<td>Group dynamic and level of discussion are consistently better because of the student’s presence</td>
<td>Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL FOR PERIOD: comments rely on course materials and at least 2 peer reviewed sources (not web-sources) outside of course material.</td>
<td>Overall for period: comments rely on course materials and at least 1 peer reviewed sources (not web-sources) outside of course material.</td>
<td>Overall for period: comments rely on course materials.</td>
<td>Overall for period: comments demonstrate lack of integration of course materials to support assertions, opinions, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please note:** you will not receive a grading rubric attachment for grades >89% and if your grade is <70% (the latter would be due to not having enough posts or insufficient number of words in post).

Follows forum discussion post directions.

Consistent proper grammar and spelling; netiquette is followed; posts include APA citation (in-text) and full reference at the end of the posting, similar to citing a reference in a research paper. Please use page numbers for direct quotes. Only sources used in paper are included in references section; AND, there should be corresponding in-text citation(s) for all references listed.

Comprehension and critical thinking [see description above] & [posts are supported by readings/outside research], thought provoking, are relevant to posed question, assignment, case, etc.; they do not include fluff comments, such as those that belong in outside communication. This grade also includes meeting the minimum number of adequate posts for period, e.g. between >250 words for initial posts and >100 words for response posts (excluding reference and in-text citation word count) due according to noted dates in the syllabus. (Note: Posts before 12 am of the period start date and after 11:59 pm period stop date do not count.)

The initial post is due no later than Monday prior to the post week due date, unless otherwise specified in the table of due dates. As well, will want to ensure that both response posts are not posted on the very last day of the week so as to allow others time to respond to one’s post.

Group dynamic [see description above].

Extra resources [see description above].

**Student’s Final Grade for Posting:**
2. **Writing Assignments (670 points). Be sure to follow the directions very closely and to consider the grading rubric in completing your assignments**

   a. **Personal Strategic Audit. 300 points** (see grading rubric on page 11): One topic paper will be to review the personal assessments throughout the Whetten and Cameron text to identify where you think you need to develop your skills and competencies in light of your personal mission (formulated through the website [https://msb.franklincovey.com/]), and how you will go about this development in the next three to five years. The strengths and non-strength areas also should be evaluated in terms of importance they serve in attaining your personal mission. The course readings, assessments and other assessments you have identified are to be used in constructing this 4 minimum and 5 maximum double spaced audit.

<table>
<thead>
<tr>
<th>Personal Strategic Audit Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Also see table at end of syllabus for general competencies)</em></td>
</tr>
<tr>
<td>Four to five (4 minimum to 5 maximum) double-spaced page audit professionally and logically presented, consisting of:</td>
</tr>
<tr>
<td>Points</td>
</tr>
<tr>
<td>A review your strengths and non-strengths. (60% or 180 points):</td>
</tr>
<tr>
<td>1. <strong>Strengths are areas where you have core competencies relative to your personal mission, and,</strong></td>
</tr>
<tr>
<td>2. <strong>Non-strengths are areas where you are lacking core competencies relative to your mission, and,</strong></td>
</tr>
<tr>
<td>3. Largely based on the assessments in the Whetten and Cameron text.</td>
</tr>
<tr>
<td>How you are going to do to manage your non-strengths. <strong>These steps should be specific and based on what researchers have said will work, should consider details/consequences of resolving/not resolving, when the behavior is appropriate/not appropriate. In other considering the fine details of why it is a non-strength and the specific actionable steps/approaches/tactics you can take to reduce the non-strength is necessary.</strong> (20% or 60 points).</td>
</tr>
<tr>
<td>Identify the actions you are going to take in the next three to five years to reach your personal mission. (10% or 30 points).</td>
</tr>
<tr>
<td>*<strong>Keep in mind that you will still be required to use APA standards for the title page, margins, in-text citations and references. This will be considered in your overall grade in addition to the above. Self audit is professional looking, uses proper grammar, well organized, and presents logical sequence.</strong> (10% or 30 points).</td>
</tr>
</tbody>
</table>

**Total Score of 300 potential points:**
b. **PowerPoint Presentation. 370 points.** This second assignment will investigate how you might suggest to the audience (e.g. executive staff) improving upon an organization’s design. Writing on an organization of your choosing, provide a PowerPoint presentation of 6 (excluding title and reference slides) slides on what you would recommend changing in an organization given what you have learned from Scott and Davis’ book with attention given to chapters 10, 11, and 12, but still using other applicable parts of their book. Identify in your presentation the current vision or mission, structure, and environment, and how given the organization’s external environment (e.g. political, social, technological, and economic), you might suggest improving upon the organization’s structure and culture to better accomplish the organization’s vision. It is helpful to visualize the elements of an organization by referring to Figure 1-3 while also re-reading chapter 1 to gain an understanding of the overall elements of an organization. Do not hesitate to do a web search on how to develop good presentations.

Further: **PLEASE NOTE:** THIS ASSIGNMENT SHOULD NOT BE BASED ON INTERVIEWS, SURVEYS, ORGANIZATIONAL PROTECTED OR PRIVATE DATA, ETC; THESE MAY BE CONSIDERED HUMAN SUBJECTS RESEARCH AND MUST HAVE PRIOR APPROVAL FROM USD’S HUMAN SUBJECTS RESEARCH DEPARTMENT.

PAPERS THAT HAVE THIS TYPE OF INFORMATION IS SUBJECT TO AN RECEIVING A FAILING GRADE; THUS, WHEN IN DOUBT, PLEASE ASK.

The following grading rubric will be used to grade your PowerPoint presentation:

<table>
<thead>
<tr>
<th>PowerPoint Presentation Rubric</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation is well-conceived, thought out, and reflects that the audience is the executive staff</td>
<td></td>
</tr>
<tr>
<td>Presentation reflects critical thought over the topics for this last half of the course, organizational theory itself and organizational design perspectives.</td>
<td></td>
</tr>
<tr>
<td>Presentation identifies adequately the current vision, mission, structure, and organization’s environment elements noted in the directions above.</td>
<td></td>
</tr>
<tr>
<td>Presentation identifies the recommended changes in structure and culture given an analysis of the organization’s environment. The recommendations are supported by the textbook and peer reviewed scholarly articles.</td>
<td></td>
</tr>
<tr>
<td>Presentation is a six (6) slide presentation (excluding title and reference slides) that contains within the notes section for each slide 250 word minimum to 300 words maximum describing the slide. The notes section utilizes in-text citations that provides proper attribution to the sources using APA standards.</td>
<td></td>
</tr>
<tr>
<td>Slides are not text heavy, but utilizes pictures, graphs, etc. In other words, it is very professional looking.</td>
<td></td>
</tr>
<tr>
<td>And, the presentation is logical, the notes section is well written, grammatically correct, and has a slide at the end that contains a list of references.</td>
<td></td>
</tr>
</tbody>
</table>
Student/Instructor Responsibilities

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students</td>
<td>• Familiarize yourself with all course procedures, policies, assignments and web etiquette.</td>
</tr>
<tr>
<td></td>
<td>• Participate in each assigned discussion thread.</td>
</tr>
<tr>
<td></td>
<td>• Follow course syllabus and course calendar to remain current with the rest of class.</td>
</tr>
<tr>
<td></td>
<td>• Check D2L e-mail and course at least a few times a week to remain current with rest of class.</td>
</tr>
<tr>
<td></td>
<td>• Complete assignments on time and contact the instructor prior to scheduling conflicts to seek alternative approach if schedules cannot be kept. See grading section for more information.</td>
</tr>
<tr>
<td></td>
<td>• Use and knowledge of how to use USD's on-line research gateway found at: <a href="http://www.usd.edu/library/research/">http://www.usd.edu/library/research/</a>, which includes options to select for peer-reviewed and scholarly works within the search engine itself.</td>
</tr>
<tr>
<td>2. Instructor</td>
<td>• Be accessible to students through D2L e-mail, phone calls and discussion threads.</td>
</tr>
<tr>
<td></td>
<td>• Return phone calls and emails within 48 hours Monday-Friday with exception of holidays. I will notify you if there might be an exception to this. I do not check regularly emails over weekends and holidays, so if there is an emergency, please call me.</td>
</tr>
<tr>
<td></td>
<td>• Give feedback on assignments with 10 week days and forum discussions within 1 week of the end of the period.</td>
</tr>
<tr>
<td></td>
<td>• Post grades in D2L within 2 days of grading assignments.</td>
</tr>
<tr>
<td></td>
<td>• Moderate all discussions but will not participate in per se. I will step in to guide the direction if it is felt the discussion is getting off on a tangent.</td>
</tr>
<tr>
<td></td>
<td>• Read and comment on drafts of research papers, when asked to do so.</td>
</tr>
<tr>
<td>3. University of South Dakota</td>
<td>• Provide technical, academic and student support services, as well as information on how to take advantages of these services, which is available through <a href="http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf">http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf</a>.</td>
</tr>
</tbody>
</table>

Policies & Information

Unfortunately, human nature requires that we take provisions for when individuals are driven not by their desire to learn, but by other motives. Sometimes this is a good thing – some things, people and relationships are more important than others – choose wisely. As such, the following policies apply to this course.

Overdue Assignments

Please see page 15 of the syllabus for details.

Attendance

Attendance is measured by your timely completion of course assignments and completion of posts for a posting period. If you fail to make the required number of posts for a posting period, you will be treated as absent for that time span. I also reserve the right to facilitate an instructor-initiated drop (e.g., the right to dismiss you from the course) if you are absent from the course. As noted in the overdue assignments policy noted earlier, late discussion postings will not be counted.
for credit. Thus, successful completion of this course requires timely submission of assignments and posts. If you have any questions, please email me.

**Students Rights to Assistance or Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: disabilityservices@usd.edu

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Cheating and Plagiarism**

In this course we will follow the College of Arts and Sciences Cheating/Plagiarism Policy, which states: The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**Other Information and Policies**

Please see the Student Handbook, MSA Graduate Handbook and following USD website link for more information regarding plagiarism and ways to avoid plagiarism: [http://libguides.usd.edu/content.php?pid=55102&sid=403442](http://libguides.usd.edu/content.php?pid=55102&sid=403442). In addition to the information presented within the above sources, it is important to cite all information provided by another source using APA. For content that is word for word (whether a paragraph, sentence, or phrase), quotation marks must be used alongside in-text citation(s). If the borrowed content is paraphrased or the ideas come from another source and it
is not word for word, then it must still be accompanied by an in-text citation. There should always be at least one in-text citation per paragraph if any of the information in the paragraph comes from another source.

Use of Turnitin: Please note that the use of Turnitin will be used for this course. Turnitin will automatically evaluate papers submitted to the dropbox.

Please note that when you submit your assignments, you will want to strive for less than a 20% originality score. If the score is high, the paper may be subjected to a deduction in points. The key is to utilize your own words and appropriately cite using APA standards for sources you used whether it is a direct quote or not.

Please make yourself familiar with the other policies of the University, including policies dealing with such things as adding and dropping classes, class cancellations/school closings, etc.

My Expectations on Discussion Posts, Academic Freedom, and Privacy

The classroom environment, whether face-to-face or online, provides an opportunity for each of us to share our views, thoughts, and even critique of events, contexts, policies, programs, and organizations. This is what makes learning in the United States very unique from other countries who do not share this opportunity and right. Freedom in learning and expression of our views are values most of us share. In a sense this value creates a bond among students and faculty. While this common bond provides excitement for what we are learning, at times it creates tension and potential conflict as worldviews and views in general collide. As a result, it can be easy for students to disregard another’s right to academic freedom. Given this paradoxical tension between sharing the value of freedom in learning and each having their own views and opinions very much informed by one’s own context and values, it is important to remember in this course that we need to uphold one's right to express their views….keeping in mind that parameters such as proper etiquette, pertinence to course content, and academic rigor are still boundaries within which to dialogue in this course. And this expression of views in an academic setting should not be bound by the walls, virtual or otherwise, of the classroom. Students in this course should take care to ensure confidentiality and privacy of group discussion posts along with a respecting diversity of viewpoints. In other words, we are here to learn content within our chosen academic fields and programs, and we ought to respect these particulars if we wish others respect our own viewpoints. By no means does this mean that we must agree with the views of others; it instead means that confidentiality and privacy is to be respected. Not respecting these noted aspects limits freedom of thought and expression in the classroom. In the end, it is hoped that we can all be creators of a collegial learning environment that will not only benefit classroom learning, but will prove useful as leaders of our organizations and workplaces.

Tentative Schedule of Assignments (SOA)

Weekly Voice-Over Presentations
Please note that there is a voice over presentation within the content link. Please be sure to view this presentation and note that the presentation only covers an introduction to the information for the week. It is vital that you read each week’s assignment and reference the assigned readings and outside readings within your posts and assignments.

Read the syllabus and explore the D2L site. POST an introduction of yourself in D2L by due date.

Please note that the numbers within the parenthesis pertain to page numbers.

IMPORTANT: See the Table of Due Dates on page 14 and 15 for all due dates of discussions and assignments, as they are not noted in this section.

Part I – Personal Skills

Jackie Faulhaber
Module 1

Developing Self Awareness

Skill Assessments
- Self-awareness survey (pp. 46-47), Locus of Control (pp. 52-54), Tolerance of Ambiguity (54) BEFORE reading chapter.

Preparation for discussion: Read Whetten & Cameron introduction and chapter very closely. Take the Self-awareness survey, Locus of Control and Tolerance of Ambiguity assessments. Results can be manually tabulated or you may use the spreadsheet that assists with the calculation of subscale scores that is available under “course content”, “General matters” to calculate the scores for you. PLEASE NOTE: There are various areas throughout the chapter that will assist you with scoring and interpreting those results; however, the chapter needs to be read very closely to understand how to do this, as it is not always straightforward within the textbook. For question on interpreting AFTER reading and whereby there is still confusion, do can post to the Water Cooler where students can step into assist with interpreting directions and results.

Skill Learning
- Read Whetten & Cameron, Introduction and ch. 1.

Skills Analysis
- Prison Camp. Answer the discussion questions on page 85. For purposes of this chapter, identify the factors that led to the destruction of self-image and self-awareness – and strategies to preserve them.

Skill Practice
- Beginning a Personal Development Plan. Each chapter in the Whetten & Cameron text will have indicators similar to these in that they offer you an empirical glimpse to you about yourself. These can be taken for granted and perhaps, not completed. However, they can also provide great insight into you and your inherent skills that can provide objective evidence to assist you in gauging your strengths and non-strengths.

Skill Application
- D2L Posting Directions:

  Introduce yourself to your group-mates. You may wish to tell your group mates about your background, personal history and the most memorable success and failure in your life (so far). This is due within the first few days of the start of the semester. Please see the due date schedule on page 6 for the specific due date.

First week discussion thread:

Preparation for discussion: Read Whetten & Cameron introduction and chapter very closely. Take the Self-awareness survey, Locus of Control and Tolerance of Ambiguity assessments. Results can be manually tabulated or you may use the spreadsheet that assists with the calculation of subscale scores that is available under “course content”, “General matters” to calculate the scores for you. PLEASE NOTE: There are various areas throughout the chapter that will assist you with scoring and interpreting those results; however, the chapter needs to be read very closely to understand how to do this, as it is not always straightforward within the textbook. For question on interpreting AFTER reading and whereby there is still confusion, do can post to the Water Cooler where students can step into assist with interpreting directions and results.

Discussion Thread Directions: We are all aware to some degree of the need to evaluate and assess our own behavior given our particular situation. However, we typically do not formally assess ourselves using survey instruments.
Provide a thoughtful initial post on: 1. The importance of self-awareness and management or leadership development. 2. Given your self-assessment score results (noted in the skill assessment section for week 1 on page 14 of the syllabus; however, note that you need not identify the specific score), what did you learn about yourself given your results? And, 3. How might you improve your score given the readings?

For response posts, be sure to provide thoughtful and well supported suggestions to others on improving scores.

Please be sure to support all of your posts with the readings.

**3 posts due: 1 initial and 2 responses (keep in mind that I would encourage you for this course to go beyond the minimum response posts required. I provide a minimum number of adequate posts- see grading rubric- for purposes of grading).**

**Module 2**

**Solving Problems Analytically and Creatively**

<table>
<thead>
<tr>
<th>Skill Assessments</th>
<th>Problem Solving (168-169), How Creative Are you? (169-171), Innovative Attitudes (171-172), Creative Style Inventory (172-173)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Learning</td>
<td>Read Whetten &amp; Cameron, ch. 3</td>
</tr>
<tr>
<td>Skills Analysis</td>
<td>The Mann Gulch Disaster</td>
</tr>
<tr>
<td>Skill Practice</td>
<td>Individual Assignment – Creative problem solving (p. 220). Read the four problem scenarios and identify as many of the creative problem solving tools as you can in developing alternative solutions to each of the scenarios.</td>
</tr>
<tr>
<td>D2L Posting Directions:</td>
<td>The Mann Gulch Disaster: Post and dialogue on your responses to the discussion questions (1-5).</td>
</tr>
<tr>
<td><strong>3 posts due: 1 initial and 2 responses</strong></td>
<td><strong>Be sure to engage one another in digging deeper into the questions and challenging one another’s posts.</strong></td>
</tr>
</tbody>
</table>

**PART II – INTERPERSONAL SKILLS**

**Module 3**

**Building Relationships by Communicating Supportively**

<table>
<thead>
<tr>
<th>Skill Assessments</th>
<th>Communicating supportively (234-235), Communication Styles (235-237)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Learning</td>
<td>Read Whetten &amp; Cameron, ch. 4</td>
</tr>
<tr>
<td>Skills Analysis</td>
<td>Find Somebody Else pages 266-267. Personal learning: Identify the best responses to the discussion questions. Think about the enumeration of the ways in which this message uses supportive communication principles. Based on this message and your analysis, would you expect this manager to be more interested in coaching or counseling? What do you expect the organization’s culture would be like?</td>
</tr>
</tbody>
</table>
Skill Practice: Active Listening Exercise (266-267).

D2L Posting Directions:
Utilizing the information for this week in this chapter, think about a time you have had either success or difficulty communicating an idea, concept, decision, etc. Articulate what lessons you learned in building a positive relationship with others involved that may have very different views from your own due to generational or cultural differences, or what could have been done differently. Please support your thoughts on this with chapter readings and outside sources if it enhances your argument.

**3 posts due: 1 initial and 2 responses**

**Be sure to engage one another in digging deeper into the questions and challenging one another's posts.**

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Module 4  
**Motivating Others**

Skill Assessments: Poor Performance Survey (324-325), Work Performance Assessments (325)

Skill Learning: Read Whetten & Cameron, ch. 6

Skills Analysis: Read the Electro Logic case (354-360).

Skill Practice: Read Performance Diagnosis on pages 361-364.

D2L Posting Directions: Electro Logic Case: Post and dialogue on your responses to question 1 which requests you to identify the performance problems and supporting evidence for Electro Logic (be sure to use the behavioral guidelines and the framework in figure 6.5). Identify a set of high priority action items you would recommend to Steve Morgan.

**3 posts due: 1 initial and 2 responses**

**Be sure to engage one another in digging deeper into the questions and challenging one another's posts.**

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PART III – GROUP SKILLS

Module 5  
**Building Effective Teams and Teamwork**

Skill Assessments: Team Development (490-491), Diagnosing TB Needs (491-492)

Skill Learning: Read Whetten & Cameron, ch. 9

Skills Analysis: Review the Tallahassee Democrat’s ELITE Team (519-521).

Skill Practice: Team Diagnosis and Team Development Exercise (523-524).

D2L Posting Directions: Identify a time when you were on a team that was responsible for achieving a particular goal or task and post on whether that team was ultimately successful or not given Tuckman’s four main stages of team development: forming, norming, storming, and performing identified within Whetten and Cameron’s book. Identify those particular stages that were deemed successful or not in light of the team’s goals and objectives. Be sure to support all of your posts with the assigned readings and ask on another research supported probing questions and comments to their
experience.

**Module 6**

**Leading Positive Change**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mach IV (536-537)</td>
</tr>
</tbody>
</table>

| Skill Learning | Read Whetten & Cameron, ch. 10 |


|                | NA |

| D2L Posting Directions: | Lee Iacocca’s *Transformation of Chrysler* - 1979- 1984: Post and dialogue on questions 1, 4, and 5 for this case study. |

**3 posts due: 1 initial and 2 responses**

** Be sure to engage one another in digging deeper into the questions and challenging one another’s posts.**

**Supplementary Practice and Application:**

--See D2L Reading List/Links if Applicable

--Personal mission statement Franklin Covey web site: [https://msb.franklincovey.com](https://msb.franklincovey.com) to develop a personal mission statement. Will be used for personal strategic audit

**SPRING BREAK March 3 - 11, 2018**

(please do not post during this time)

**PART IV – MANAGING ORGANIZATIONS**

**Module 7**

**Organizational theory overview**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

| Learning | Reading Scott & Davis, ch. 1 |
| Skill Analysis | NA |

| D2L Posting Directions: | Here a new textbook is presented to discuss specifically managing organizations through organizational theory perspectives. |

**3 posts due: 1 initial and 2 responses**

Given the 3 perspectives toward organizing in chapter 1 (rational, natural, and open systems), discuss which perspective you identify with most, noting why this is the case. Do not hesitate to provide examples, and further support your views with the readings and outside research.
** Be sure to engage one another in digging deeper into the questions and challenging one another’s posts.

**Module 8**

**Organizing considering rational systems approach**

Skill Assessments: NA

Learning: Read Scott & Davis, ch. 2.

Skill Analysis: NA

D2L Posting Directions: Using Weber’s theory of bureaucracy that falls within the rational system perspective of organizational theory discuss an organization that reflects the distinguishable marks of this theory that is different from traditional forms (please see page 49 for this distinct marks).

**3 posts due: 1 initial and 2 responses**

**Module 9**

**Organizing considering natural systems approach**

Skill Assessments: NA

Learning: Read Scott & Davis, ch. 3

Skill Analysis: NA

D2L Posting Directions: A natural systems approach, organic in nature (Scott & Davis, 2007), is quite different from a mechanistic/rational system of organization (p. 86). With this said and considering those historical contextual differences noted in forum 8 and chapter 2, where do you now see your perspective given these 2 perspectives? If your perspective changed from what was noted in the forum 7 thread, explain by way of example and supported thoughts why it changed. If it did not change, provide your reasoning that utilizes the assigned readings as to why it did not. In other words, will want to reflect in your post a discussion of the natural systems approach as compared to the rational system approach.

**3 posts due: 1 initial and 2 responses**

**Module 10**

**Organizing considering open systems approach**

Skill Assessments: NA

Skill Learning: Read Scott & Davis, chs. 4 and 5

Skills Analysis Practice: NA
Closely associated with open system is the organization as a system deeply interdependent with the organization’s environment, a perspective distinctly different from rational models, but a little closer to Parson’s natural system given the latter’s view toward the role of the organization’s environment (Scott & Davis, 2007, p. 84). Given the open system perspective, describe how an organization you are familiar with might benefit from this perspective. Be sure to support your views and do not hesitate to give examples of other organizations that might help support your views.

** Be sure to engage one another in digging deeper into the questions and challenging one another’s posts.

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### Module 11

**Structure considerations**

<table>
<thead>
<tr>
<th>Skill Assessments</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Read Scott &amp; Davis, ch. 6 and 7</td>
</tr>
<tr>
<td>Skills Analysis</td>
<td>NA</td>
</tr>
</tbody>
</table>
| Practice          | D2L Posting Directions: **3 posts due: 1 initial and 2 responses**  
|                   | Both technology and labor are very important considerations for determining appropriate organizational structures. Discuss the nuances and the important role each of these aspects play in an organization’s structure that you are familiar with.  
|                   | ** Be sure to engage one another in digging deeper into the questions and challenging one another’s posts. |

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### Module 12

**Goal setting, power and control considerations**

<table>
<thead>
<tr>
<th>Skill Assessments</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Learning</td>
<td>Read Scott &amp; Davis, ch. 8.</td>
</tr>
<tr>
<td>Skills Analysis</td>
<td>NA</td>
</tr>
</tbody>
</table>
| Practice          | D2L Posting Directions: **3 posts due: 1 initial and 2 responses**  
|                   | Discuss how the certainty, uncertainty, turbulence, or stability of an organization’s environment can influence goal setting, power, and control mechanisms/approaches used within the organization. Further discuss how these dynamics may be harmful or beneficial to the organization. Support your thoughts with the readings and pertinent examples.  
|                   | ** Be sure to engage one another in digging deeper into the questions and challenging one another’s posts. |
PART V – MANAGING BEYOND ONE’S ORGANIZATIONAL BOUNDARIES

Module 13

Evaluating organizational environment and strategy

Skill Assessments
NA

Skill Learning
Read Scott & Davis, chs. 10 (pages 258-277), 11, and 12

Skills Analysis
NA

Skill Practice

D2L Posting

Directions:

**3 posts due: 1 initial and 2 responses**

Given the institutional approach to understanding an organizations environment noted in pages 258-275 and Daft’s external environment PDF discuss how environment can influence organizational performance, structure, and strategy. Support your post with the readings and organizational examples.

** Be sure to engage one another in digging deeper into the questions and challenging one another’s posts.

Environmental Scanning
http://en.wikipedia.org/wiki/Context_analysis
http://informationr.net/ir/7-1/paper112.html

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1 Adapted from Adam Chapnick, University of Toronto.