



## MGT550: SYSTEMS DESIGN

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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#### Course Description:

This course explores systems in relation to business, management, and research. Rather than taking a reductionist view, systems design focuses on entire webs of relationships viewed in a larger context, in order to determine patterns that are dependent on time and context. Course topics include classic systems theory; new science systems theory, including chaos, complexity, and self-organizing systems theories; research philosophy and methods; social systems, including project teams, virtual teams, contractual and contingent workforces, and organizational structure; innovation and disruption; systems operations; and systems performance.

#### Course Overview:

MGT550 Systems Design provides an integrative experience for graduate management students. The course is intended to provide a means to frame and make sense of the complex world of management. Course topics include the research philosophy and methods, classic systems theory, and new science systems theories. The course includes a historical perspective using seminal articles and leads into contemporary theories and applications.

#### Course Learning Outcomes:

1. Compare and contrast classic systems theory with new science systems theory.
2. Compare and contrast classic research philosophy with systems theory research philosophy.
3. Differentiate business social system design in relation to organizational structures.
4. Summarize the interplay of innovation and disruption on systems.
5. Integrate systems performance measures and means of improvement.

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### PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

1. Senge, P.M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday/Currency. ISBN-13: 978-0385517256  
Note: This is the revised (2006) edition
2. Ferguson, C. (Producer), & Ferguson, C. (Director). (2010). *The inside job* [Motion picture]. United States: Sony Pictures Classics. (Students should view *The inside job*. The inside job can be found on streaming video services, through DVDs by mail, or by purchasing a DVD).
3. Real Time Cases—Managing Chaos in Jose Andres Kitchen

### Suggested:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 13: 9781433805615

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Sankey, H. (2002). The structure of scientific revolutions by Thomas S. Kuhn. *Australian & New Zealand Journal of Psychiatry*, 36(6), 821–824. <https://doi-org.csuglobal.idm.oclc.org/10.1046/j.1440-1614.2002.t01-5-01102a.x>
- thwink.org. (n.d.). *The Kuhn Cycle*. Retrieved from <http://www.thwink.org/sustain/glossary/KuhnCycle.htm>

- Whitwell, G. (2016). A study of Kuhnian philosophy brings lessons on management style. *FT.Com*, Retrieved from <http://search.proquest.com.csuglobal.idm.oclc.org/docview/1827757906/fulltext/F642801E57D94318PQ/1?accountid=38569>

### **Discussion (25 points)**

### **Portfolio Project Reminder**

Be sure to review the Portfolio Project description and the grading rubric in the Module 8 area for details. Reach out to your instructor if you have questions or need additional information.

## **Module 2**

### **Readings**

- Duncan, D. M. (1972). James G. Miller's living systems theory: Issues for management thought and practice. *Academy of Management Journal*, 15(4), 513-523. doi: 10.2307/255145 (Note: This is a classic article.)
- Herrmann, P. (2005). Evolution of strategic management: The need for new dominant designs. *International Journal of Management Reviews*, 7(2), 111-130. doi:10.1111/j.1468-2370.2005.00108.x (Note: This is a classic article.)
- Molander, E. A., & Sisavic, M. F. (1994). Contrasting paradigms and movements: Systems theory and total quality management. *Systems Research*, 11(1), 47-58. (Note: This is a classic article.)

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

#### **Option #1: Strategic Management Process Model: For-profit Business**

The Strategic Management Process Model (SMPM) is an application of classic systems theory; that is, the model uses a systems theory backbone (inputs, transformation, outputs, and feedback) with decision theory to conceptualize how strategic management works.

Inputs include the mission, external analysis, and internal analysis. Transformation includes the application of decision theory to the prior inputs, in order to make choices that lead to the evolution of goals for the organization to pursue; the formulation of strategies to reach these goals; and strategy implementation. Outputs are the results.

In general, feedback loops link the strategic management process steps together for regulation purposes. A key role for feedback is to compare the outputs with the desired goals and rectify any gaps.

Select a business and include a URL that describes the company. Briefly profile the organization and conduct an analysis using the strategic management process model:

- What is the organization's mission? Which key external forces (i.e., opportunities and threats) are relevant?
- Which key internal factors (i.e., strengths and weaknesses) are relevant?
- Given these inputs, which key strategic goal has the organization set?
- Describe the strategy used to reach the goal. Comment on the strategy's implementation.
- What output has the organization produced?
- Does the output satisfy the organization's goal?
- If not, what adjustments do you propose to bring the output and the goal into coincidence?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment  
[http://csuglobal.libguides.com/ld.php?content\\_id=21534702](http://csuglobal.libguides.com/ld.php?content_id=21534702)

**Option #2: Strategic Management Process Model: Not for Profit Business or Government Agency**

The Strategic Management Process Model (SMPM) is an application of classic systems theory; that is, the model uses a systems theory backbone (inputs, transformation, outputs, and feedback) with decision theory to conceptualize how strategic management works.

Inputs include the mission, external analysis, and internal analysis. Transformation includes the application of decision theory to the prior inputs, in order to make choices that lead to the evolution of goals for the organization to pursue; the formulation of strategies to reach these goals; and strategy implementation. Outputs are the results.

In general, feedback loops link the strategic management process steps together for regulation purposes. A key role for feedback is to compare the outputs with the desired goals and rectify any gaps.

Select a non-profit organization or a government agency, and include a URL that describes the organization. Briefly profile the organization, and conduct an analysis using the strategic management process model:

- What is the organization's mission?
- Which key external forces (i.e., opportunities and threats) are relevant?
- Which key internal factors (i.e., strengths and weaknesses) are relevant?
- Given these inputs, which key strategic goal has the organization set?
- Describe the strategy used to reach the goal. Comment on the strategy's implementation.
- What output has the organization produced? Does the output satisfy the organization's goal?
- If not, what adjustments do you propose to bring the output and the goal into coincidence?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
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## Readings

- Introduction to the Revised Edition, Chapters 1 & 2 in *The Fifth Discipline: The Art and Practice of the Learning Organization*
- Burgelman, R. A. (1983, Jan). A model of the interaction of strategic behavior, corporate context, and the concept of strategy. *Academy of Management Review*. 8(1), 61-70. (Note: This is a classic article.)
- Mintzberg, H. (1987). Crafting strategy. *Harvard Business Review*, 65(4), 66-75. (Note: This is a classic article.)

## Discussion (25 points)

## Critical Thinking (75 points)

### Option #1: Performance and Control of Systems – Mintzberg

Using Mintzberg's (1987) article as a guide, describe the operation of deliberate, emergent, and combined strategies.

How do these examples change or enrich your understanding of the performance and control of systems, and the ability to innovate?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
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Reference:

Mintzberg, H. (1987). Crafting strategy. *Harvard Business Review*, 65(4), 66-75.

### Option #2: Performance and Control of Systems – Burgelman

Using Burgelman's (1983) article as a guide, describe the operation of induced and autonomous strategies.

How do these examples change or enrich your understanding of the performance and control of systems, and the ability to innovate?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
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Reference:

Burgelman, R. A. (1983, Jan). A model of the interaction of strategic behavior, corporate context, and the concept of strategy. *Academy of Management Review*. 8(1), 61-70.

## **Module 4**

### **Readings**

- Chapters 3, 4, & 12 in *The Fifth Discipline: The Art and Practice of the Learning Organization*
- Bloom, S. G. (2005). Lesson of a lifetime. *Smithsonian*, 36(6), 82. (Note: This is a classic article.)
- Ferguson, C. (Producer), & Ferguson, C. (Director). (2010). *The inside job* [Motion picture]. United States: Sony Pictures Classics.
- Reiland, R. R. (2004). Unlearned prison lessons. *Humanist*, 64(4), 20. (Note: This is a classic article.)
- Zimbardo, P. G. (2007). Revisiting the Stanford prison experiment: A lesson in the power of situation. *Chronicle of Higher Education*, 53(30), B6. (Note: This is a classic article.)

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

#### **Option #1: The Stanford University Prison Experiment: Structure, Behavior, and Results**

Philip Zimbardo's Stanford University Prison Experiment could be described as a system whose systemic properties enabled the behaviors of the system's actors, leading to disturbing results.

Analyze the situation. What were the key elements of the system? How did the system operate? Why did the participants behave as they did? What lessons can be learned from this experiment about systems in relation to management?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
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Reference:

Zimbardo, P. G. (2007). Revisiting the Stanford prison experiment: A lesson in the power of situation. *Chronicle of Higher Education*, 53(30), B6.

#### **Option #2: Blue Eyes/Brown Eyes Exercise: Structure, Behavior, and Results**

Jane Elliot's 1968 exercise that pitted brown-eyed third graders against blue-eyed third graders could be

described as a system whose systemic properties enabled the behaviors of the system's actors, leading to disturbing results.

Analyze the situation. What were the key elements of the system? How did the system operate? Why did the participants behave as they did? What lessons can be learned from this exercise about systems in relation to management?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
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Reference:

Bloom, S. G. (2005). Lesson of a lifetime. *Smithsonian*, 36(6), 82.

## **Module 5**

### **Readings**

- Chapters 5, 6, 7 & Appendix 2: Systems Archetypes in *The Fifth Discipline: The Art and Practice of the Learning Organization*
- Ghimire, R. (2014). Virtuous cycles: The Singapore public service and national development. *Australian Journal of Public Administration*, 73(1), 146-148. doi:10.1111/1467-8500.12070
- Ferguson, C. (Producer). (2010). Inside job [Video]. Retrieved from: <https://www.filmsforaction.org/watch/inside-job-2010/>
- NPR. (2016). Is America engaged in a 'vicious cycle' of jailing the poor? Retrieved from <http://www.npr.org/2016/05/11/477547366/is-america-engaged-in-a-vicious-cycle-of-jailing-the-poor>
- Wallis, C., August, M., Bacon Jr., P., Billips, M., Crittle, S., Rawe, J., Ripley, A., Johnson, K., Morrissey, S., & Thornburgh, N. (2004). Why did they do it? *Time*, 163(20), 38. (Note: This is a classic article.)
- Wong, C., Hu, M., & Shiu, J. (2015). Governing the economic transition: How Taiwan transformed its industrial system to attain virtuous cycle development. *Review of Policy Research*, 32(3), 365-387. doi:10.1111/ropr.12122

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

#### **Option #1: Stanford University Prison Experiment: Causality, Controlling Patterns, and Growth Mode**

Revisit Philip Zimbardo's (1971) Stanford University Prison Experiment. Analyze the experiment in terms of causality, controlling patterns, and its growth mode.

What lessons can be learned from this experiment that can be generalized to business social systems, such as organizational design/organizational structures?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment  
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Reference

Zimbardo, P. G. (2007). Revisiting the Stanford prison experiment: A lesson in the power of situation. *Chronicle of Higher Education*, 53(30), B6.

**Option #2: Blue Eyes/Brown Eyes Exercise: Causality, Controlling Patterns, and Growth Mode**

Revisit Jane Elliott's 1968 exercise that pitted brown-eyed third graders against blue-eyed third graders. Analyze the exercise in terms of causality, controlling patterns, and its growth mode.

What lessons can be learned from this exercise that can be generalized to business social systems, such as organizational design/organizational structures?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources
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Reference:

Bloom, S. G. (2005). Lesson of a lifetime. *Smithsonian*, 36(6), 82.

**Module 6**

**Readings**

- Adams, T., & Stewart, L. (2015). Chaos theory and organizational crisis: A theoretical analysis of the challenges faced by the New Orleans police department during hurricane Katrina. *Public Organization Review*, 15(3), 415-431. doi:10.1007/s11115-014-0284-9
- Corporate Rebels (2016, November 12). Morning Star's success story: No bosses, not titles, no structural hierarchy. Retrieved from <https://corporate-rebels.com/morning-star/> (Note: the spelling is that of the corporate author.)
- Hamel, G. (2011). First, let's fire all the managers. *Harvard Business Review*, 89(12), 48-60. (This is a classic article.)



- Mason, R. B. (2013). Complexity theory and leadership for turbulent environments. *Journal of Social Science*, 36(3), 295-307
- Shipper, F., & Manz, C. C. (1992). Employee self-management without formally designated teams: An alternative road to empowerment. *Organizational Dynamics*, 20(3), 48-61. (This is a classic article.)

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

#### **Option #1: W.L. Gore and Associates**

W.L. Gore and Associates (W.L. Gore) is a successful company that uses non-traditional management processes, leadership concepts, organizational structure, and organizational design.

Describe how W.L. Gore operates in terms of management, leadership, organizational structure, and organizational design.

- What lessons from W.L. Gore could be applied to work groups, such as project teams, virtual teams, and contractual and contingent workforces?
- What lessons from W.L. Gore should **not** be applied to work groups, such as project teams, virtual teams, and contractual and contingent workforces?

#### **Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment  
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Reference:

Shipper, F., & Manz, C. C. (1992). Employee self-management without formally designated teams: An alternative road to empowerment. *Organizational Dynamics*, 20(3), 48-61. (This is a classic article.)

#### **Option #2: Morning Star**

Morning Star Company, now a part of Kellogg, is a successful business that uses non-traditional management processes, leadership concepts, organizational structure, and organizational design.

Describe how Morning Star operates in terms of management, leadership, organizational structure, and organizational design.

- What lessons from Morning Star could be applied to work groups, such as project teams, virtual teams, and contractual and contingent workforces?
- What lessons from Morning Star should **not** be applied to work groups, such as project teams, virtual teams, and contractual and contingent workforces?

**Your well-written paper should meet the following requirements:**

- Be four to six pages in length.
- Be formatted according to the CSU-Global Guide to Writing and APA.
- Include at least five scholarly or peer-reviewed articles. The CSU-Global Library is a good place to find these resources.
- Include a title page, section headers, introduction, conclusion, and references page.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment  
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**Reference:**

Corporate Rebels (2016, November 12). Morning Star's success story: No bosses, not titles, no structural hierarchy. Retrieved from <https://corporate-rebels.com/morning-star/>

## **Module 7**

### **Readings**

- Kamensky, J. (2016). Can self-managed teams work in government? *Government Executive*, 8. Retrieved from: <http://www.govexec.com/excellence/promising-practices/2016/08/can-self-managed-teams-work-government/130590/>
- Reingold, J. (2016). The Zappos experiment. *Fortune*, 173(4), 206-214.

### **Discussion (25 points)**

#### **Career Development Experience (CDE) (75 points)**

For this assignment, you will research internships, volunteer opportunities, and certifications in your chosen degree field. Develop a well-written paper that includes the following:

- Two internship positions in your chosen degree field: Include a link to the descriptions for each internship and provide a summary of how these positions relate to your degree field. Include the steps you would need to take to apply for an internship position, or alternatively, the steps your organization would need to take to offer an internship position.
- Two volunteer opportunities in your chosen degree field: Include a link to the descriptions for each volunteer opportunity and provide a summary of how these opportunities relate to your degree field. Include how you could benefit or advance your career by participating in a volunteer position.
- At least one certification within your chosen degree field: Include a link to the description of this certification and summarize the qualifications required to obtain it, as well as the value provided by the certification.
- Describe your experience completing a personal and career evaluation through the campus career center website.

**Your paper should meet the following requirements:**

- Be 4-6 pages in length
- Conform to the CSU-Global Guide to Writing & APA.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment:  
[http://csuglobal.libguides.com/ld.php?content\\_id=21534702](http://csuglobal.libguides.com/ld.php?content_id=21534702)

## **Module 8**

### **Readings**

- Chapters 8, 9, 10 & 16 in *The Fifth Discipline: The Art and Practice of the Learning Organization*
- Appelbaum, B. (2016, Oct. 4). Why are politicians so obsessed with manufacturing? *New York Times Magazine*. Retrieved from <https://www.nytimes.com/2016/10/09/magazine/why-are-politicians-so-obsessed-with-manufacturing.html?rref=collection%2Fcolumn%2FOn%20Money&action=click&contentCollection=Magazine>
- Pratt, G. A. (2015). Is a Cambrian explosion coming for robotics? *Journal of Economic Perspectives*, 29(3), 51-60. doi:10.1257/jep.29.3.51
- Wigren-Kristoferson, C., Gabrielsson, J., & Kitagawa, F. (2011). Mind the gap and bridge the gap: Research excellence and diffusion of academic knowledge in Sweden. *Science & Public Policy (SPP)*, 38(6), 481-492. doi:10.3152/030234211X12960315267859

### **Discussion (25 points)**

### **Portfolio Project (350 points)**

#### **Option #1: Design an Effective Organization: Business Entrepreneur**

Imagine yourself as a business entrepreneur who has developed a potentially highly successful service and has obtained the necessary backing to build an organization that will deliver the service in this country and abroad.

Using concepts from this course, design an effective organization and describe the following:

- The method with which the organization operates, its organizational structure, its organizational design elements, how the organization is managed, how it is led, how it is controlled, and how performance is measured
- How employees are inducted into the organization, trained, and compensated
- How innovations are stimulated and supported
- How technology is used to achieve superior organizational and individual performance, competitive advantage, and operational effectiveness within a global marketplace
- The organization's overall culture
- How the organization embodies classic and new science ideas of systems

#### **Final Portfolio Project Instructions:**

- Your paper must be 11-14 pages in length, not including the title and reference pages.
- Your paper must cite and reference at least seven outside sources not associated with the textbook, course readings, or course assignments. The CSU-Global Library is a great place to find sources.
- Your paper must comply with the requirements defined in the CSU-Global Guide to Writing and APA.
- Refer to the Portfolio Project Rubric for specific grading criteria.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment:  
[http://csuglobal.libguides.com/ld.php?content\\_id=21534702](http://csuglobal.libguides.com/ld.php?content_id=21534702)

#### **Option #2: Design an Effective Organization: Social Entrepreneur**

Imagine yourself as a social entrepreneur who has developed a potentially highly successful service and

has obtained the necessary backing to build an organization that will deliver the service in this country and abroad.

Using concepts from this course, design an effective organization and describe the following:

- The way the organization operates, its organizational structure, its organizational design elements, how it is managed, how it is led, how it is controlled, and how performance is measured
- How employees are inducted into the organization, trained, and compensated
- How innovations are stimulated and supported
- How technology is used to achieve superior organizational and individual performance, competitive advantage, and operational effectiveness within a global marketplace
- The organization's overall culture.
- How the organization embodies classic and new science ideas of systems.

**Final Portfolio Project Instructions:**

- Your paper must be 11-14 pages in length, not including the title and reference pages.
- Your paper must cite and reference at least seven outside sources not associated with the textbook, course readings, or course assignments. The CSU-Global Library is a great place to find sources.
- Your paper must comply with the requirements defined in the CSU-Global Guide to Writing and APA.
- Refer to the Portfolio Project Rubric for specific grading criteria.
- Review the sample paper in the link below, retrieved from the writing center to ensure your paper meets all requirements for a written assignment:  
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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### Course Grading

20% Discussion Participation  
45% Critical Thinking Assignments  
35% Final Portfolio Project  
0% Live Classroom

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.