

## COURSE SYLLABUS

### 1. COURSE DESCRIPTION

<b>Degree:</b>	<b>Finanzas y Contabilidad</b> (English teaching)
<b>Double Degree:</b>	<b>Derecho y Finanzas y Contabilidad</b> (English teaching)
<b>Course:</b>	<b>Organizational Theory</b> (Teoría de la Organización - English teaching)
<b>Module:</b>	<b>I: Basic Training in Business and Economic Sciences</b>
<b>Department:</b>	<b>Business Organization and Marketing</b>
<b>Term:</b>	<b>Second term</b>
<b>Total Credits:</b>	<b>6</b>
<b>Year:</b>	<b>1<sup>st</sup></b>
<b>Type of Course:</b>	<b>Basic</b>
<b>Course Language:</b>	<b>English</b>

<b>Teaching model:</b>	<b>A1</b>	
<b>a. General/background:</b>		<b>70%</b>
<b>b. Theory-into-practice/developmental knowledge-building</b>		<b>30%</b>
<b>c. Guided Academic Activities:</b>		



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### 2. COURSE COORDINATOR

Course coordinator Ana Pérez-Luño Robledo

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### 3. ACADEMIC CONTEXT

#### **3.1. Course Description and Objectives**

The most relevant perspectives and approaches which attempt to explain the nature, structure and functioning of organizations. As part of the Organizational Theory, we will study organizational design, and leadership roles which creates and transforms the organizational structure of an organization.

This course aims to provide a general understanding of organizational theory.

There will be three different objectives to be considered:

Firstly: Learning about the most relevant organizational theories and understanding the different perspectives adopt to analyse business phenomena.

Secondly: Learning about the organizational design function, design parameters, contextual factors and basic organizational models.

Finally: Learning how to diagnose organizational problems and giving possible solutions.

#### **3.2. Contribution to the Training Plan**

The study of the most relevant theories that were made in the twentieth century in order to understand the function of organizations, which will provide a multidisciplinary view of business phenomena.

In addition, we will study "organizational design" as one of the functions that make up the Management Process, which will be discussed in detail in the second year. This will be the students' first step into the issues related to Finance and Accounting.

#### **3.3. Recommendations or Prerequisites**

There are no special requirements. However, it is recommended to have previously studied Business Administration.

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### 4. SKILLS

#### 4.1 Degree Skills Developed during this Course

##### General Skills:

##### Instrumental Skills:

- Analysis and synthesis skills
- Organization and planning skills
- Oral and written communication in a foreign language
- Skills to obtain and analyze information from different sources
- Decision making and problem-solving skills

##### Personal Skills:

- Team work and interpersonal relations skills
- Personal relations skills
- Ethical compromise within the work place

##### Systemic skills:

- Autonomous learning skills
- Creativity
- Leadership
- Initiative and entrepreneurship

##### Specific Skills:

To know the most relevant aspects of the study of organizations

#### 4.2. Module Skills Developed during this Course

##### General Skills:

##### Instrumental Skills:

- Analysis and synthesis skills
- Organization and planning skills
- Oral and written communication in a foreign language
- Skills to obtain and analyze information from different sources
- Decision making and problem-solving skills

##### Personal Skills:

- Team work and interpersonal relations skills
- Personal relations skills
- Ethical compromise within the work place

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Systemic skills:

- Autonomous learning skills
- Creativity
- Leadership
- Initiative and entrepreneurship

Specific Skills:

To know and apply Business Administration's Basic Concepts

### 4.3. Course-specific Skills

- Cognitive (Know...): To know the most relevant aspects of the study of organizations. To know the role of organizational design and the variables involved in this process as one of the skills to be developed by business leaders.
- Instrumental (Know how to...): Ability to analyze an organizational structure, identify inefficiencies and suggest organizational improvements.
- Attitudinal (Be...): Ability to interpret problems faced by organizations from different perspectives, ability to analyze situations within an organization, to be critical and work in a team (in order to solve these).

## COURSE SYLLABUS

### 5. COURSE CONTENT (COURSE TOPICS)

#### PART ONE: ORGANIZATIONAL THEORIES

##### Chapter 1. Introduction to organizational theory

1. What is an organization?
  - (Burton & Obel, 2004; pp. 1-5)
2. How does an organization create value?
  - (Jones, 1997; pp. 5-7)
3. Why do organizations exist?
  - (Jones, 1997; pp. 7-10)
4. Organization types
  - (Shafritz & Ott, 1996; pp.214-219)
5. Levels of analysis when studying organizations
  - (Class notes)
6. Organizational Theory
  - (Burton & Obel, 2004; pp. 10-13)

##### Chapter 2. Initial perspectives in the study of organizations

1. Introduction
  - (Class notes)
2. Classic Theories
 

Frederick Taylor: The Principles of Scientific Management

  - (Shafritz & Ott, 1996; pp.66-79)

Henry Fayol: General Principles of Management

  - (Shafritz & Ott, 1996; pp.52-65)

Max Weber: Bureaucracy

  - (Shafritz & Ott, 1996; pp.80-85)
3. Organizational Behaviour Theories

##### Chapter 3. Intermediate perspectives in the study of organizations

1. Introduction
  - (Class notes)
2. The System Approach
  - (Class notes + Shafritz & Ott, 1996; pp.101-111)
3. The neoclassic theory
  - (Class notes)
4. Contingency Approach
  - (Class notes)
5. Decision making Theory
  - (Class notes + Shafritz & Ott, 1996; pp.359-374)

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### PART TWO: ORGANIZATIONAL DESIGN

#### Chapter 4. The structure and design of organizations: preliminary concepts

1. Introduction
2. Coordination in five parts
3. The organization in five parts
4. The function of the organization
5. Design Parameters

#### Chapter 5. The job design parameters

1. Introduction
2. Job specialization
3. Behaviour formalization
4. Training and indoctrination
5. Conclusions

#### Chapter 6. Structure design parameters and the decision making process

1. Introduction
2. Unit grouping
3. Unit size
4. Vertical and horizontal decentralization
5. Complexity

#### Chapter 7. Contingency factors: Size, age, technology and environment

1. Introduction
2. Size
3. Age
4. Technology
5. Environment

#### Chapter 8. Structural models

1. Introduction
2. The simple structure
3. Bureaucracy
4. Others

Chapters 4-8 are based on Mintzber (1979).

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### 6. METHODOLOGY AND RESOURCES

TOTAL NUMBER OF HOURS: 150 (6 ECTS CREDITS)

GROUP TYPE	HOURS PER STUDENT	CREDITS PER STUDENT
GENERAL TEACHING (GT)	31.50	1.30
PRACTICAL TEACHING (PT)	13.50	0.50
SELF-STUDY	90.00	3.60
ASSESSMENT AND GRADING	15.00	0.60
TOTAL	150.00	6.00



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### 7. ASSESSMENT

The final grade will be calculated according to the following formula:

$$0.7A + 0.3B = \text{FINAL GRADE}$$

A) General teaching (70%):

Students will take one written exam in June which, if passed, will exempt them from sitting the final exam in July. A minimum score of 5 points (on a 10-pt.scale) is required in order to pass.

B) Practical teaching (30%):

Scores obtained on activities carried out and/or assigned in practice and development sessions will be valid for official exams in June and July. Students who have not attended class sessions and/or not completed activities & assignments successfully will be evaluated out of a maximum of 70%, thus forfeiting any chance to obtain the remaining 30%. This 30% will be divided as follows: 80% will be obtained from the activities presented in class and 20% will come from practical work that will be included in the June and July exams.

Student mobility:

Those UPO students who are not able to attend seminars due to being abroad under official mobility programs (Socrates-Erasmus, Séneca, Atlanticus...) will have an additional exam, or work that will be clearly defined, in order to obtain the 50% of the grade corresponding to the continuous evaluation. Students in this situation must inform the responsible lecturers before the 30<sup>th</sup> of April. Any failure to inform the teacher in the given date can only be waived if it comes supported by the Academic Coordinator of the student's mobility contract.

Please Note: In compliance with Title II, Chapter II, Articles 12.2 and 14.3 of the Normativa de Régimen Académico y de Evaluación del Alumnado (signed in Consejo de Gobierno de la Universidad Pablo de Olavide de Sevilla on July 18, 2006): “With regard to essays or other homework, plagiarism and/or the use of unoriginal material—including information obtained from online sources—without explicit and proper citing (and, where required, the express permission of the author), may warrant a grade of FAIL for the module, in addition to any other applicable academic sanctions warranted by academic misconduct on the part of students. [...] After consulting professors, students and any other university bodies deemed necessary, the Director of the Department responsible for the module in question will decide on the need for further measures including an official academic integrity hearing.”

## COURSE SYLLABUS

### 8. BIBLIOGRAPHY

#### 8.1. GENERAL READING:

Mintzberg H. "The Structuring of Organizations". Prentice-Hall, 1979. (Chapters 4-8)

#### 8.2. FURTHER READING:

Burton, R.M. & Obel, B. "Strategic organizational diagnosis and design: The dynamics of Fit", Kluwer Academic Publishers, 2004. (Chapters 1-3)

Gómez-Mejía, L., Balkin, D.B. & Cardy R.L. "Management", Mc Graw Hill, 2008. (Chapters 1-3)

Jones, G.R. "Organizational theory: text and cases", Addison-Wesley, 1999. (Chapters 1-3)

Robbins, S.P. & Coulter, M. "Management", Prentice Hall, 2007. (Chapters 1-3)

Shafritz, J.M. & Ott, J.S. "Classics of Organization Theory", Harcourt Brace College Publishers, 1996. (Chapters 1-3)

Ramió, C. y Ballart, X. "Lecturas de Teoría de la Organización. Vol. I y II", Ministerio para las Administraciones Públicas, 1993. (Chapters 1-3)