

BUS 358E ORGANIZATIONAL THEORY

Course Description

This course will explore how to manage organizations effectively by understanding organizational theory and learn how to apply the principles of organizational design to change organizational structures. This course will enable students to develop the skills and techniques to help the firm to meet its desired goals and objectives.

Course Goals and Methodology

The main purpose of this course is to introduce students to the world of organizational theory, design and change. The methodology of the course will be based on readings, slides summarizing key concepts and practical case studies related to each chapter.

At the conclusion of this course students will:

1. Learn and understand organizational theory and why it is important.
2. Understand the historical evolution of organizational theory and how these theories are applied today.
3. Demonstrate knowledge and ability to identify different organizational structures.
4. Identify characteristics of the various organizational theories and evaluate which could be the best fit for a firm.
5. Learn how to diagnose organizational problems and propose adequate solutions.

Lectures & Slides based off following textbooks:

- Jones, Gareth R., "Organizational Theory, Design, and Change," Pearson, 2013, 7th edition.
- Daft, Richard L., "Organizational Theory and Design," South-Western, 2013, 11th edition.
- Mintzberg, Henry, "The Structuring of Organizations," McGill University, Prentice Hall, 1979.
- Shafritz, Jay M. & Ott, Steven J., "Classics of Organizational Theory," Wadsworth Pub Co., 1995, 4th Edition.

Course Requirements and Grading:

- Midterm Exam 25%
 - Final Exam 30%
 - Quizzes 25%
 - Student Engagement 20%
- (Case Discussion/NewsWriteups/Debates)

Midterm and Final Exam: The midterm covers chapters 1-3 and the final exam covers chapters 4-7.

Please note that exam dates will not be changed under any circumstances.

Quizzes: (10pts each) A quick 10 question survey at the beginning of class after the completion of each chapter to ensure students are staying on track.

News Write-ups: (10 pts each) Each student must post **4** News Write-ups on Blackboard **BEFORE** class on the scheduled dates. Write ups are short summaries of current events related to the topics we are learning in class used for class discussion. Students are required to submit (about 500 words double spaced, 12 pt font, Times New Roman). It should include:

1. A clear and concise description of the event or the news. (about 150 words)
2. Its connection to a specific topic of the course (about 150 words)
3. How can others benefit and learn from it? Lessons learned? (about 200 words)
4. Provide the source of the article and/or internet link.

GENERAL COURSE POLICIES

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until the class ends. Leaving the classroom on repeated occasions when class is in session is disturbing both to your professor and your classmates and may adversely affect your participation grade. Please make use of the 10- minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email or internet browsing at any time during class are not acceptable except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, quizzes and case studies, if you are not present for any reason.

Students will be held responsible to be up to date by attending class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow **at least 48 hours** for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have any urgent request or question for your professor, be sure to send it during the week.

Student Engagement Policy

Student's engagement will account for at least 20% of the final grade for every course, thus highlighting its significance for high-impact learning. Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%). An engagement rubric is provided to ensure transparent and consistent grading.

Absences and Lack of Engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course. As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

Initial outreach – after *missing 3 classes*

E-mail from professor reiterating engagement policy and consequences for additional absences.

Second outreach – after *missing 4 classes*

E-mail from professor and notification of academic staff at the International office.

Academic probation – after *missing 6 classes*

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences. **Any additional absences will result in a failing grade.**



RUBRIC:

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

About Using Artificial Intelligence (AI)

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

Learning accommodations

If you require special accommodations, or have any other special medical condition you deem may affect your class performance, you must stop by the International Center to speak to the Faculty Coordinator, **Marta Carrillo Orozo** (mcarroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. The Faculty Coordinator will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

COURSE CONTENT:

- Chapter 1.** Introduction to Organizational Theory (Jones)
- Chapter 2.** Initial Perspectives of Organizational Theory
- Chapter 3.** Intermediate Perspectives of Organizational Theory
- Chapter 4.** The Structure and Design of Organizations (Mintzberg)
- Chapter 5.** Designing Organizational Structure (Jones, Ch. 6)
- Chapter 6.** Basic Challenges of Organizational Design (Jones, Ch.4)
- Chapter 7.** Org. Design & Strategy in a Changing Global Environment (Jones, Ch. 8)