



MGMT 4425 Syllabus

FALL 2020

Publish Date: August 27, 2020

Course Facilitators:

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Course Information

Course Name	Organizational Theory and Design
Credits	3
Pre-requisites:	COMM3321, MGMT1120, ORGB1135
Course Description	Organizational Theory and Design focuses on the perspectives and dimensions of organizational design. Students will create structural designs required to support successful strategy execution. MGMT 4425 will assess building blocks in the development of organizational structures. This course will analyze and apply a variety of internal links to coordinate and integrate the organization's activities. It will help managers create structures ideal for achieving organizational effectiveness.
Course Start/End Dates	Sep – Dec 2020
INSTRUCTOR INFORMATION:	
Course Facilitators	Uylander Jack Karen D. Hitchings MBA, CPA, CMA
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Learning Outcomes	<i>OUTCOME</i>	<i>Upon successful completion of this course, you will be able to</i>
	1	<p><i>Evaluate the dimensions of organizational design.</i> <i>The following concepts, skills, and issues are used to support this Outcome:</i></p> <ul style="list-style-type: none"> • <i>Organize the structural dimensions to organizational design.</i> • <i>Assess the contextual dimensions to organizational design.</i> • <i>Predict performance and effectiveness outcomes.</i>
	2	<p><i>Design organizational structures to support successful strategy execution.</i> <i>The following concepts, skills, and issues are used to support this Outcome:</i></p> <ul style="list-style-type: none"> • <i>Create strategic direction in organizational design.</i> • <i>Select an integrated effectiveness model for structural design.</i> • <i>Evaluate and implement organizational design alternatives.</i>
	3	<p><i>Create structures using the appropriate principles of open-system design.</i> <i>The following concepts, skills, and issues are used to support this Outcome:</i></p> <ul style="list-style-type: none"> • <i>Apprise the environmental domain.</i> • <i>Assess the organizational ecosystems.</i> • <i>Compare structures for the global arena.</i>
	4	<p><i>Evaluate and choose structural designs that maximize coordination and integration of organizational work activities.</i> <i>The following concepts, skills, and issues are used to support this Outcome:</i></p> <ul style="list-style-type: none"> • <i>Propose structures to fit with manufacturing and service technologies.</i> • <i>Construct the information technologies and processes into the structural design.</i> • <i>Assess design techniques to organizational size, life cycle and decline.</i>
5	<p><i>Assess the impact of cultural change, innovation, and potential conflict on organizational design.</i> <i>The following concepts, skills, and issues are used to support this Outcome:</i></p> <ul style="list-style-type: none"> • <i>Evaluate an organizational culture that reinforces the structural design.</i> • <i>Prepare structures for innovation and change.</i> • <i>Support structures to facilitate a variety of decision-making processes and reduces conflict.</i> 	



Assessments / Evaluation

Student Evaluation	OUTCOME	ACTIVITY DESCRIPTION	MARK DISTRIBUTION
	1, 2, 3, 4 and 5	Integrative Case Assignment	30%
	1, 2, 3, 4 and 5	Exam and Case Analysis	50%
	1, 2, 3, 4 and 5	Class Activities, Discussions,	20%
	Total		100%

Project Team Integrative Case Assignment : 30%

Integrative Case Assignment General Guidelines

- ✓ The integrative case assignments in this course are a means for students to demonstrate their understanding and application of MGMT4425 theories and concepts.
- ✓ The purpose of case analysis is to apply theoretical concepts and models to the dynamic world of business. The problems facing a business—whether modern or historical—comprise a specific set of contingencies particular to that organization at that particular moment and under particular market conditions.
- ✓ Case analysis is the cornerstone of business education because it allows readers a kind of privileged access (albeit a narrative one) into the "inner workings" of countless business enterprises at all levels and in all sectors of the global marketplace.
- ✓ Often students mistakenly believe that a good case analysis grade depends upon how well they recall, summarize, or paraphrase textbook definitions. However, good case analysis is context and application! Remember that while theories, hypotheses, and models remain static-fixed, categorized, and defined, businesses are in a state of constant change. Advancements in technology, volatile market trends, legal and environmental legislations, challenges to traditional hierarchies, governing management-worker interaction—all of these things make up the countless "contexts" of case studies.
- ✓ Specific Guidelines: Naturally, length depends on the question. As an informed strategist, you know when you have said all there is to say. In other words, your instincts will tell you when the next statement you make adds little or no value to your analysis. Then it is time to stop! Be concise and get to the point but don't ask for the "magic" number of pages or ask the instructor, "What are you looking for?"



Integrative Case FORMATTING and CONTENT REQUIREMENTS

1. Apply APA formatting using Times New Roman 12 font, 1 inch margins and double spacing; indent paragraphs. Any exceptions to these guidelines will result in deduction of marks.
2. Use proper grammar and ensure no spelling mistakes. Treat this report like one you would be proud to give to a business leader/executive, or potential employer!
3. Point form or "bullet" statements are not permitted. Use of these kinds of statements can lead a student to abbreviate points which leaves out information or leaves the reader to interpret what the writer means. Apply indented paragraphing, and avoid long sentences.
4. Use concepts/models and theories from the course in all analysis. When doing the analysis, ask: "Is there an opportunity to deepen or enhance the analysis by using concepts/models and theories from the course"? A primary purpose of case assignments is to demonstrate that you can apply the concepts from the course to a business scenario.
5. Explain "why"! Sometimes a question will require you to decide on one option. Do not just select one option without explaining why you would select the particular option, and as such also why the other option is not the best fit. Be clear with supporting your decision(s).
6. Support your decisions and analysis: always use data as evidence from the case in your analysis and in answering questions. Sometimes, students will write without using case data. This action leads the reader to think the author is writing "off the top of his or her head" or that perhaps the student has not thoroughly read the case. The result then is making it up as they go along, causing it to ramble. Don't fall into this trap!
7. Build your arguments progressively. That is, build arguments in a step-by-step manner so that by the end of the paper, your arguments are convincing and your analysis has credence.
8. You will note there are often a number of sub-questions in a question. These sub-questions will guide your analysis, and it is advisable to answer each of them in a brief, concise manner.
9. If asked to make recommendations, provide at least two or three options. Then follow the method of analysis to determine and support which strategic proposal is recommended overall; incorporate analysis findings to support any recommendations.
10. Late papers will not be accepted.



Rubric for Integrative Case Study Assignment

Criterion	5 - 4 A-level qualities (100–80)	4 – 3.5 B-level qualities (79-70)	3.5 – 3.0 C-level qualities (69–60)	3.0 - 0 D or F level qualities (59–50 or below 50)	Score
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements	
Understanding x 2	Demonstrates a sophisticated understanding of topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)	
Analysis and evaluation	Presents an insightful and thorough analysis of all issues identified	Presents a thorough analysis of most issues identified	Presents a superficial analysis of some of the issues identified	Presents an incomplete analysis of the issues identified	
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading	
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective	



Recommendations x 2	Presents sound, detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations somewhat supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading	
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation	
Writing mechanics and APA guidelines	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized. Uses APA guidelines accurately and consistently to cite sources.	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized. Uses APA guidelines with minor violations to cite sources.	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization. Reflects incomplete knowledge of APA guidelines.	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized. Does not use APA guidelines.	
TOTAL (out of 50)					



Exam and Case Analysis (Weighting / 50%)

Exams: 30%

A term quiz and a final exam (case and/or scenario based) will be administered online during the term:

Online term quiz: 10%

Online final exam: 20%

Two Case Analysis / Presentations: Weighting (2 x 10% = 20%)

In the designated weeks, chapter content and case(s) will be assigned for presentation(s). Case assignments will be presented and graded as per the predetermined schedule. Case(s) assignments are indicated on the course schedule. Student(s) will be responsible for presenting the case assignment(s).

Each week student(s) not presenting are still responsible for reading the case. In addition, all students must be prepared to be active participants for the case discussion in class. Only by doing so can you demonstrate your ability to participate at a university academic level.

The instructor will assign required case questions to guide your presentation.

Student Engagement: Weekly Class activities which may include discussions /quizzes /assignments /discussion forums, etc... (Weighting/ 20%)

Details: You are expected to be an active participant in that you will 'show up' to each class and Be Present. Only by doing so can you demonstrate your ability and understanding of the course concepts. The concepts in the chapters will be heavily integrated to the Integrative Case Study Assignment.

- It is expected that you will 'show up' for each class. Showing up means being prepared to participate in the case discussions/activities, and in class exercises. Only by doing so can you demonstrate your ability and understanding of the course concepts.
- Attendance will be recorded.
- As one of your final courses for your degree, this course is often referred to as a capstone course wherein the learnings of your past four years come together in this course. Therefore students are expected to exercise critical thinking as a means to synthesize and apply course content.



Delivery Method	This course will be taught on an online teaching platform. Activities such as collaborative exercises/assignments, discussion forums, case studies, and practicums/exams may be used to support learning.			
Required Learning Resources	Organization Theory and Design. (3rd Canadian edition), Daft & Armstrong, (2015).			
	Students can purchase the eBook for \$79.95: https://www.nelsonbrain.com/shop/9780176691998			
Academic Integrity	<p>Students must use their own thoughts, ideas, and words when writing a quiz, exam, assignment, report, or anything else that receives a grade. When submitting an assignment, the student is guaranteeing that the document is his/her own original words and ideas. Where research in the form of direct quotes, paraphrases, summaries, data, or ideas created by others are part of the submission, research sources must be clearly and accurately cited following APA documentation guidelines. Assignments and reports must not include inappropriate or excessive levels of collaboration, assistance from other individuals, tutors, or excessive use of translation software. Please familiarize yourself with the full academic integrity regulations (section 4.5) at http://www.nait.ca/docs/Academic_Regulations(1).pdf</p> <p><i>The "Academic Regulations And Procedures" document is accessible in Moodle under the "Student Support" Block.</i></p>			
Grading Scale	90 – 100	A+	4.0	
	83 – 89	A	4.0	
	80 – 82	A-	3.7	
	77 – 79	B+	3.3	
	73 – 76	B	3.0	
	70 – 72	B-	2.7	
	67 – 69	C+	2.3	
	63 – 66	C	2.0	
	60 – 62	C-	1.7	
	55 – 59	D+	1.3	
	50- 54	D	1.0	
	0 – 49	F	0.0	



Student Support

Academic Support Services

For further Academic Support Services (Academic Success Centre, tutoring, library, facility information), please visit <http://www.nait.ca/97226.htm>

The Business Information Centre (BIC)

The Business Information Centre is a centralized unit providing Student Support for all JR Shaw School of Business students. The Centre can assist in providing general administrative information, student advising, and can connect you to your Program Support.

Phone: 780.471.8998

E-mail: businfo@nait.ca

Location: CAT 301 A

Please Note: If you wish to meet with your instructor, outside of the classroom, it is your responsibility to directly contact your instructor to arrange. Please see the above section "Instructor Information" as to the best method to contact your instructor. Thank you.

Exam Conflicts and Deferrals

You are responsible to initiate the process of rescheduling your midterm and final exams (coordinated assessments). [This link will provide the information you need](#) in order to begin one or both of these processes. As soon as you know that you have an exam conflict or that you will need to defer an exam ensure that you follow these processes immediately.



Week #	Week Of	Topic (Tentative)	Readings
<i>Tentative Class Schedule</i> MGMT 4425 Organizational Theory and Design			
<u>Part 1</u> <u>Introduction to Organizations</u>			
1	Sept 1	Introduction: Chapter 1 – Organizations and Organizational Theory Case: Teleflex – presented week of September 8	Chapter 1
<u>Part 2</u> <u>Organizational Purpose and Structural Design</u>			
2	Sept 8	Chapter 2 – Strategy, Organizational Design and Effectiveness Team contract and project plan for Integrative Case Due Friday, Sep 18 @ 11:55 pm to Moodle dropbox Case: Jones Soda – presented week of September 14	Chapter 2
3	Sept 14	Chapter 3 – Fundamentals of Organizational Structure Case: Eva’s Print Shop – presented week of September 21	Chapter 3
<u>Part 3</u> <u>Open-System Design Elements</u>			
4	Sept 21	Chapter 4 – The External Environment Case: Vancity presented week of September 28	Chapter 4
5	Sept 28	Chapter 5 – Inter-organizational Relationships Case: Apple presented week of October 5	Chapter 5
6	Oct 5	Chapter 6 – Designing Organizations for the International Environment	Chapter 6
<u>Part 4</u> <u>Internal Design Elements</u>			
7	Oct 12	Chapter 7 – Manufacturing and Service Technologies Draft submission of Integrative Case (10%) Due Wednesday, Oct 14 posted to Moodle drop box no later than 11:55pm. Online term quiz (chapters 1-6) Friday, Oct 16 @ 2pm (worth 10%)	Chapter 7
8	Oct 19	Chapter 8 – Organization Size, Life Cycle, and Decline Case: Apple (from chapter 5 and external sources) presented week of October 26	Chapter 8



Part 5		Managing Dynamic Processes	
9	Oct 26	Chapter 9 – Organizational Culture and Ethical Values Case: Closing the Gap Healthcare Group presented week of Nov 2	Chapter 9
10	Nov 2	Chapter 10 – Innovation and Change Case: Osoyoos Band presented week of Nov 16	Chapter 10
	Nov 9	FALL BREAK	
11	Nov 16	Chapter 11 – Decision Making Process Case: The Big Carrot presented week of Nov 23	Chapter 11
12	Nov 23	Chapter 12 – Conflict, Power and Politics Case: The Irving Dynasty presented on Dec 2 Project Team Integrative Case Submission (20%) Due Wednesday, Nov 25 @ Moodle Drop box no later than 11:55pm Mandatory Individual Self and Peer Evaluation Due Friday, Nov 27 @ Moodle Drop box no later than 11:55pm	Chapter 12
13	Nov 30	Last day of class is Dec 2	
14/15		Final Coordinated Assessment Period (MGMT 4425 final exam worth 20% date TBA)	