Instructor: Dr. Janis Dietz
Phone: (909) 981-4387 Feel free to call me. I have a cell phone, but don’t use it often. This number is your best bet. Remember that I work at home, so calling me is not bothering me, unless it is after 10 on Saturday night!

Email: jdietz@laverne.edu

I. TEXT


II. SOURCES OF OTHER READINGS (Journals and Periodicals)


III. COURSE DESCRIPTION

This course is intended to examine major perspectives in organization theory and its impact on organizations and management. This introductory course to organization theory will provide the opportunity to introduce and discuss all the major works in organizational theory and practical applications to organizations. It sets the fundamental knowledge base for students. Further, it explores how organizations function, develop, and modify themselves to reflect the needs of the external as well as the internal environments. You will find yourself surprised at problems that seem easy to solve, but are not for various organizational reasons.

IV. OBJECTIVES

The objective of this course is to provide students with a strong conceptual framework for the study, understanding, and application of organizational theory, its evolution and relevance to managerial practice. Along with that, it provides the student an understanding of the literature through the encouragement of critical thinking. Ultimately, the student should be able to integrate his/her understanding of organizational theory with inter-organizational relationships in order to effectively achieve organizational goals. At the end of this course, the student should be able to:
1. Assess the Organization’s Mission, how the organization was developed, and the organization Stakeholders.
2. Evaluate the Structure of an organization in terms of Authority and Control.
3. Evaluate the Structure of an organization in terms of Specialization and Coordination.
4. Evaluate the impact of the organization’s structure on the Culture of the Organization.
5. Evaluate the organization’s characteristics in terms of size and height (tall or flat organization) and the advantages or disadvantages that are associated with that.
6. Assess the Concept of Organizational Transformation: Birth, Growth, Decline and Death of an organization

The Learning Outcomes associated with the aforementioned Objectives will be measured by a Group Project.

V. LEARNING METHODOLOGY

The learning methodology used in this course consists of reading the textbook, lectures, other articles and assigned readings, participation in class discussions via Blackboard, individual analysis papers, tests, quizzes, and a group project.

A. Participation

It is critical to the success of this class that all students read the chapter before each week and that each individual participate in the discussions. First individual discussion comments must be posted by Wednesday night at 11:59 pm in order to leave the rest of the week for class discussion. This means that you must address the discussion question asked before Wednesday. Replying to other posts does not count. Although I understand family responsibilities, with some 80% of comments coming on Sunday, the full value of an online class is not accomplished that way.

B. Individual Written Analysis of Articles: Breaking News

Each student will be assigned a week for their “breaking news” contribution. For every class students are required to search magazines and newspapers for an example of a real company with some issues, challenges, problems discussed in the previous chapter and provide:

• An analysis of an article (10 lines, no more than a page) indicating the Chapter #
• Full article reference and link, if possible.
• Students will comment on the article as part of the week’s assignments.

C. Readiness Assessment Tests
My onground classes grew to love these 10 pt quizzes, because it gave them the discipline to read the chapters; in turn, they were better prepared for the exams. These will be timed quizzes taken within Blackboard and due by Wednesday as well. Having one deadline seems to work better. You will have 15 minutes, which is ample time.

D. Testing For Concepts

There will be two exams for this course, one (1) Midterm and a one (1) Final (non-cumulative). They will be timed essay exams.

E. Cases

The use of cases ties the theories to real situations and gives the students a chance to come up with their own alternatives and suggestions. There are 3 cases, each worth 25 pts. During the week the case is assigned, submit through Assignments your 2-3 page answer of the following:
1. What is the problem?
2. What are the causes of the problem?
3. What are alternatives to solve the problem?
4. What is your suggestion?

F. Group Project and Group Presentation

Your Group is to select a significant real-life example of a contemporary Organization; write a 10-15 page double-spaced report (only one report is needed for each group)
The Grade is based in part on peer evaluation.

1. Group Formation
   During the first week, you will form or I will assign a group of three (3) to five (5) students to conduct this required group project. The paper is due in Assignments by Sunday, June 2\textsuperscript{nd} at 11:59 pm.

2. Organization Selection
   Your group is to select a significant real-life example of a contemporary organization. The selected organization does not have to be a well-known Fortune 500 company, nor does it have to be a for profit organization. The organization can be an institution of higher education, a business corporation, a health organization, or a manufacturing company etc.

3. Group Report Guidelines
   For the purpose of this group project, use related course chapters and other articles in addition to any available references such as books, journals,
newspaper, internet information, or a direct interview as resources for your research (in case of an interview, include your interview questions as an appendix in your report).

Students are required to use the library database packages and in order to search and select appropriate material for this group project.

Your project must follow the following format:

a. Describe the Organization, its Mission, its Structure and Design, and its Authority and Control.
b. Discuss the Organization Culture and Ethics, and its Environment.
c. Evaluate the Organization’s Overall Effectiveness and Make Recommendations Based on Theory Learned.
d. Discuss and make suggestions for organizational problems, either now or in the future.

e. Group Project Grading
Fifty (50%) of your grade on this Group Project is based on peer evaluation and the other fifty (50%) is based on the quality of the report itself. You will submit your Peer Eval to jdietz@laverne.edu within 24 hours of submitting the final report. Peer eval information is under Course Information.

f. General Notes
Any disputes within the team including a poor performance by any team member must be discussed with the instructor as soon as it arises. The instructor will arbitrate any dispute.

VI. PERFORMANCE REQUIREMENTS AND WEIGHT AS PERCENT OF FINAL GRADE

A. Testing for Concepts:
   One (1) Midterm Exam ................................................................. 200
   One (1) Final Exam (non cumulative) ........................................ 200
B. Readiness Assessment Quizzes (3) 30
B. “Breaking News”:
   (See details on page 2) ............................................................. 50
C. Group Project and a Summary Report Presentation: ..................... 200
D. Cases(3) 75
D. Class Participation:
Discussions and classroom activities (including cases and exercises)…….. 180 (20/wk x 9 weeks)

Total: 935

Grade Ranges: A= 94+; A-= 90-93; B-=80-83; B=83-87; B+= 88-89; C-= 70-73; C=74-77; C+=78-79; D= 60-69; F= below 60.

VII. ACADEMIC HONESTY

As specified in the University of La Verne CATALOG, “Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
c. Deliberately supplying material to a student for purposes of plagiarism is also culpable…”

Please see the section titled RESPONSIBILITIES in the University’s of La Verne Catalogue.

VIII. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Readings/Activities</th>
<th>Case</th>
<th>Test/Paper</th>
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<tbody>
<tr>
<td>1</td>
<td>March 25-31</td>
<td>Course Introduction: Organizations and Organizational Effectiveness (Chapter 1). Group Formation for the purpose of the Course’s Project</td>
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<td>2</td>
<td>April 1-7</td>
<td><strong>Breaking News for Chapters 2/3</strong> Stakeholders, Managers, and Ethics (Chapter 2). Organizing in a Changing Global Environment (Chapter 3)</td>
<td>Rat 2/3</td>
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<td>3</td>
<td>April 8-14</td>
<td>Basic Challenges of Organizational Design (Chapter 4). Designing Organization Structure: Authority and Control (Chapter 5). <strong>Breaking News for Chapters 4 and 5</strong></td>
<td>Case 1: United Products</td>
<td>RAT 4</td>
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<td>4</td>
<td>April 15-21</td>
<td>Designing Organizational Structure:</td>
<td></td>
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<td>Week</td>
<td>Dates</td>
<td>Chapter(s)</td>
<td>Notes</td>
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<td>5</td>
<td>April 22-28</td>
<td>Specialization and Coordination (Chapter 6). Creating and Managing Organizational Culture (Chapter 7) <strong>Breaking News for Chapters 6/7</strong></td>
<td><strong>Midterm Chapters 1-7</strong></td>
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<td>6</td>
<td>April 29-May 5</td>
<td>Organizational Design and Strategy in a Changing Global Environment (Chapter 8). Organizational Design, Competences, and Technology (Chapter 9) <strong>Breaking News for Chapters 8/9</strong></td>
<td><strong>Case 2: The Paradoxical Twins: Acme and Omega Electronics</strong></td>
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<td>7</td>
<td>May 6-12</td>
<td>Chapter 10: Types and Forms of Organizational Change Chapter 11: Organizational Transformation: Birth, Growth, Decline, and Death <strong>Breaking News Chapters 10/11</strong></td>
<td><strong>RAT 10/11</strong></td>
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<td>8</td>
<td>May 13-19</td>
<td>Chapter 12: Decision Making, Learning, Knowledge Management, and Information Technology. <strong>Breaking News Chapter 12</strong></td>
<td><strong>Case 8: The Rise and Fall of Eastman Kodak: How Long Will it Survive Beyond 2011?</strong></td>
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<td>9</td>
<td>May 20-26</td>
<td>Chapter 13: Innovation, Intrapreneurship, and Creativity. Chapter 14: Managing Conflict, Power, and Politics <strong>Breaking News Chapters 13/14</strong></td>
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<td>10</td>
<td>May 26</td>
<td>Final project due June 2nd. <strong>Final exam available</strong></td>
<td><strong>Final exam, Chapters 8-14 due June 2nd</strong></td>
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</table>
IX. RECOMMENDED WRITING STANDARDS

The standards for writing be evaluated using the following rubric:

Content: 50% - Completed all parts of assignment
Developed thoughtfully with appropriate support for ideas
Synthesized/evaluated appropriate materials
Original/appropriate approach-clear thesis

Organization: 25% - Logical plan
Appropriate order of ideas
Appropriate beginning and conclusion
Appropriate cohesion/progression of ideas/transitions

Form: 25% - Correct language control
No grammatical or sentence errors
No spelling/punctuation/capitalization errors
Correct idiom/word usage

Followed assignment format standards (APA or other).

For Assistance, please read:

“While this syllabus shall serve as a guideline for this course, the instructor reserves the right to make any changes to its contents or its requirements as deemed necessary”.

X. RECOMMENDED READINGS


• Drucker, P.F. Management: Tasks; Responsibilities; and Practices.


• Mourier, Pierre, and Smith, Martin, Ph. D Conquering Organizational Change (CEP Press, GA 2001)


GENERAL ONLINE POLICIES AND PROCEDURES

CLASS PREPARATION:

Students are expected to be prepared for each week by doing the readings and responding to discussion board posts. All assigned material is subject to testing.

CLASS EXPECTATIONS:

Class deportment:

This class is designed for students to engage in a focused dialogue with the professor and fellow classmates. The only way class can be other than boring is if you post thoughtful, respectful contributions to class posts.

The professor will treat you as professionals, and will expect you to comport yourselves that way. Students are expected to maintain a polite and respectful demeanor towards each other, even when discussing strongly held opposing views.

Blackboard:

The professor will communicate all important announcements, assignments, class cancellations, and the like to the class via Blackboard. Changes for the following week will be posted by Friday of the previous week I try very hard not to make changes to the schedule.

Late Work: Not accepted. The Blackboard site is timed to stop accepting work after it is due. I suggest you plan for trips and times when computer access is not possible. Having traveled for 25 years, I know that all hotels have business centers.

Having earned two graduate degrees at night while traveling, I do have sympathy for what this is like. However, if you are not spending 12 hours a week on the course, you are not getting what you are paying for. I have a number of students tell me they can’t do any work except on weekends. If you can’t carve out an hour or two during some weeknights, it is hard to complete all the work required. As you will have access to all discussion questions and cases in the beginning of class, you should be able to plan ahead.
Your continued enrollment in this course denotes understanding of and compliance with all elements of this syllabus.