

**Master of Business Administration  
University of La Verne  
Spring 2018  
MGMT 523-CRN 2447  
Organizational Theory and Design  
On-line Course**

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**I. TEXTS**

- George, J.M. and Jones, G.R. (2012) Understanding and Managing Organizational Behavior. Sixth Edition. Upper Saddle River, NJ: Prentice Hall. ISBN-13: 978-0-13-612443-6.
- Hall, R. H. and Tolbert, P. S. Organizations: Structures, Processes, and Outcomes. Tenth Edition, (Upper Saddle River, NJ: Prentice Hall 2009). ISBN-13: 978-0-13-244840-6.

*Older books' editions are acceptable*

**II. SOURCES OF OTHER READINGS (Journals and Periodicals)**

Additional assigned readings/handouts from the instructor; Academy of Business Journal; Academy of Management Journal; Academy of Management Review; Administrative Science Quarterly; Advanced Management Journal; American Academy of Business; Cambridge; Business Horizons; Harvard Business Review; Journal of Applied Psychology; Sloan Management Review; Organizational Dynamics; Research in Organizational Behavior; Strategic Management Journal; Applied Business Review; Journal of Applied Business Research; etc.

**III. COURSE DESCRIPTION**

Worldwide competition and increasing environmental munificence, complexity and dynamism are having a dramatic effect on how organizations are structured and managed. Learning how to allocate resources is increasing the need for managers as generalists, to develop skills and competencies in planning, organizing, motivating and controlling a broad spectrum of organizational activities. Organizations are structuring their activities and workforces into teams capable of developing innovative solutions to complex problems, headed by team leaders. Thus the need for professional general managers will continue to remain strong into the future.

This course sets the fundamental knowledge base for students. It provides students with an overview of theories and practical applications in dealing with various organizational challenges.

#### **IV. OBJECTIVES**

This course has two primary objectives "Knowledge" part and "Practical" part. The "knowledge" part will focus on the theories and concepts in organization theory and behavior. The "practical" part will include case analysis, web-reports, research on corporations, and an actual design project for an effective organization. When you successfully complete this course, you will have developed and/or enhanced various organizational skills.

More specifically, at the completion of this course the student will be able to:

- Assess individual's personality and ability, work values, attitudes, moods and emotions, perception, attribution, as well as workplace diversity.
- Evaluate alternative ways to motivate and reward employees and make effective decisions.
- Evaluate group and team behavior and assess its impact on performance.
- Communicate effectively at the individual, group, and the organizational level.
- Diagnose power and manage conflict and stress.
- Identify leadership styles and determine its effectiveness within the organization.
- Structure a high performance organization and be able to explain the various influences on its structure.
- Assess the culture and the ethical behavior of your newly designed organization.
- Evaluate alternative methods to managing change in your newly designed organization.

#### **V. LEARNING METHODOLOGY**

The learning methodology used in this course consists of reading the textbooks; lectures; assigned articles and other assigned readings; class participation and group discussions; group exercises and cases for analysis; and group project and presentation.

To enhance student learning, this class is configured in such a way that bilateral communications between class participants and the instructor are maximized. Case studies, self-assessment, simulations, and other experiential learning techniques will be used throughout the course.

Blackboard is used extensively in this course. All the course materials (including lectures, power point presentations, and group project instructions and examples) will be posted on Blackboard. Blackboard facilitates more effective communication about assignments and other class activities.

##### **A. Participation**

Participation in all course activities is an integral part of this course. It is critical to the success of this course that all students read the material for each week and that each

individual participate in the class discussions and exercises. Students will be evaluated on both their active participation and on their contribution to the learning of others.

## **B. Individual Assignments/Homework**

Individual assignments and homework are required throughout the term.

***Our usual week starts on Monday March 26 at 12:01 AM and ends on Sunday at 12:00 noon with the exception of week 10 which ends at noon-time (12 noon) Friday May 25, 2018.***

Students are encouraged to submit such assignments during the week. No late assignment will be accepted unless approved by the instructor. All assignments are to be posted on the “Discussion” section of the Blackboard.

**Important:** Each student is expected to review additional related reading materials on the same subject topic and reference these sources on his/her papers.

## **C. Group Project and an Online Group Presentation**

This group project, final paper, and presentation are in lieu of a final exam. Your Group is to design an effective organization following the following guidelines:

### **1. Group Formation**

At the first class (on-line) meeting, you will form a team of up to six (6) students to conduct this required group project. Group projects will be coordinated with the instructor for online presentations (Blackboard PowerPoint and Report Posting) on Week 8 or Week 9.

**All reports and online presentations are due at the start (i.e. Monday) of week 8 (for both teams 1 and 2) or week 9 (for both teams 3 and 4).**

### **2. The Project**

See attached case titled “Café Britt: A Costa Rica Pride”.

**Source:** Ghazzawi, I. (2014). Café Britt: A Costa Rica Pride. Business Case Journal "BCJ", Vol. 21 (1), 108-140.

### **3. Group Report**

For the purpose of this group project, you need to answer the case questions via applying the knowledge gained in this course. Please use the chapters assigned for this course to support your suggestions.

To support your views and enhance your report, you must include outside references such as books, journals, newspaper, internet information, or a direct interview as resources for your project/research (in case of an interview, include your interview questions as an appendix in your report).

Write a 20-25-page report (12-point font, double-spaced and followed the APA’s writing style- only one report is needed for each group) and do a 20-30 minute’s PowerPoint presentation of your project. Grade is based partially on peer evaluation.

**4. 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 as determined by the instructor. All members of the group will receive the same grade unless an unusual situation occurred (please refer to item 5-General Notes).

**5. 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. ACADEMIC HONESTY AND AVOIDING PALAGIARISM**

A. 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:

B. 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.

C. 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.

Deliberately supplying material to a student for purposes of plagiarism is also culpable...” When academic honesty is in question, the following may occur:

1. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations).
2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.
4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

Please see the section titled RESPONSIBILITIES in the University's of La Verne 2017-2018 Catalogue.

## VII. EXPECTATIONS OF STUDENTS

Students will be required to:

- Attend all classes (Online)
- Read all assigned material prior to the class
- Complete all assignments by the deadline stated
- Present a case study
- Participate in online class discussion (i.e. Blackboard), offer observations from the readings or personal experiences, express different point of view with reading material or comments made on Blackboard
- Prepare the individual term paper and an interview assignment by the deadline, following the approved University of La Verne academic research paper format, and with correct grammar and spelling

## VIII. PERFORMANCE REQUIREMENTS AND WEIGHT AS PERCENT OF FINAL GRADE:

|    |  |     |
|----|--|-----|
| A. | Individual Assignments (including cases and home work) ....                                    | 33% |
| B. | Group Project and a Summary Report Presentation.....   | 34% |
| C. | Participation (including in-class discussions, class activities, and in-class exercises) ..... | 33% |

**Grading Scale: A= 94-100; A- = 90 – 93; B+ = 87 – 89; B = 84 – 86; B-= 80 – 83; C+= 77 – 79; C= 74 – 77; C-= 70 – 73; below 70 is failing**

## IX. THE MISSION OF THE University of La Verne

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. **A Values Orientation:** The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.
2. **Community and Diversity:** The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures, which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning:** The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.
4. **Community Service:** The University believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.

## **X. GRADING POLICY**

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

|                |  |
|----------------|--|
| <b>A/A-</b>    | Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.       |
| <b>B+/B/B-</b> | Exhibits professional competence in the subject matter and in all written and oral communication.                      |
| <b>C+/C</b>    | Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication. |

## **XI. DISCLAIMER**

The professor reserves the right to make correction, changes, and other alterations to the syllabus, course requirements, and other elements contained herein. Such changes will be communicated to the students either in a regular class session or other appropriate means (e.g., email; Blackboard; etc.). All matters pertaining to student rights and responsibilities as outlined in the University catalog are adopted herein.

## **XII. COURSE SCHEDULE:**

1. Week 1                    **COURSE INTRODUCTION**  
Introduction to Organizational Behavior (George and Jones-Chapter 1).  
Thinking about Organizations (Hall and Tolbert- chapter 1).  
Formation of Groups for final project.
2. Week 2                    **INDIVIDUALS IN ORGANIZATIONS**  
Individual Differences: Personality and Ability (George and Jones-Chapter 2).  
Work Values, Attitudes, and Moods and Emotions (George and Jones-Chapter 3).  
Perception, Attribution, and the Management of Diversity (George and Jones-Chapter 4).
3. Week 3                    **INDIVIDUALS IN ORGANIZATIONS-continued**  
Learning and Creativity (George and Jones-Chapter 5).  
The Nature of Work Motivation (George and Jones-Chapter 6).  
Creating a Motivating Work Setting (George and Jones-Chapter 7).
4. Week 4                    **INDIVIDUALS IN ORGANIZATIONS-continued**  
Pay, Careers, and Changing Employment Relationships (George and Jones-Chapter 8).  
Managing Stress and Work-Life Balance (George and Jones-Chapter 9).
5. Week 5                    **ORGANIZATIONAL PROCESSES**  
Organizational Design and Structure (George and Jones-Chapter 16 and Ghazzawi-Blackboard).  
Organizational Structure: Key Dimensions and Explanations (Hall and Tolbert-chapters 2 & 3. See also Ghazzawi's Blackboard).
6. Week 6                    **ORGANIZATIONAL PROCESSES-Continued**  
Managing Organizational Environments: Conceptions (Hall and Tolbert-chapter 8 and Ghazzawi-Blackboard).  
Managing Organizational Environments: General Paradigms (Hall and Tolbert-chapter 9 and Ghazzawi-Blackboard).
7. Week 7                    **ORGANIZATIONAL PROCESSES-Continued**  
Organizational Culture and Ethical Behavior (George and Jones-Chapter 17).  
Organizational Change and Development (George and Jones-Chapter 18).  
Change (Hall and Tolbert-chapter 10).
8. Week 8                    **GROUP AND TEAM PROCESSES**  
The Nature of Work Groups and Teams (George and Jones-Chapter 10).  
Effective Work Groups and Teams (George and Jones-Chapter 11).
9. Week 9                    **GROUP AND TEAM PROCESSES-continued**  
Leaders and Leadership (George and Jones-Chapter 12).

- Leadership (Hall and Tolbert-chapter 5).  
Power, Politics, Conflict, and Negotiations (George and Jones-Chapter 13).  
Power and Power Outcomes (Hall and Tolbert-chapter 4).  
10. Week 10      **GROUP AND TEAM PROCESSES**-continued  
Communication in Organizations (George and Jones-Chapter 14).  
Communication (Hall and Tolbert-chapter 7).  
Decision Making and Organizational Learning (George and Jones-Chapter 15).

### **XIII. RECOMMENDED WRITING STANDARDS:**

The standards for in-class writing (quizzes, tests, in-class drafts) will cover the same essentials as the standards for out-of-class writing, but they will be evaluated more leniently, taking into account pressure of time. Please adhere to research writing standards (APA).

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/Mechanics/Surface: 25%

Correct language control

No grammatical or sentence errors

No spelling/punctuation/capitalization errors

Correct idiom/word usage

**For Assistance**, please read: Hacker, D. *A Writer's Reference*. Seventh Edition. (Boston, MA: Bedford/ St. Martin's Prentice Hall, 2010).



**Contribution/Participation Rubric**  
**Graduate Level Work**

|   | <i>IDEAL</i><br>[Grade = A]   | <i>SATISFACTORY</i><br>[Grade = B]  | <i>UNACCEPTABLE</i><br>[Grade = C]  |
|---|---|---|---|
| <i>BREADTH OF KNOWLEDGE</i>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Exhibits thorough knowledge of broad range of course concepts</li> <li><input type="checkbox"/> Accurately and effectively employs a wide range of concepts in analysis</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of material assigned</li> <li><input type="checkbox"/> Employs a variety of concepts in analysis</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks basic knowledge of key concepts</li> <li><input type="checkbox"/> Inaccurately uses terms and concepts</li> <li><input type="checkbox"/> Appears to be unfamiliar with assigned materials</li> </ul>  |
| <i>DEPTH OF UNDERSTANDING</i>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates clear, deep understanding of assigned materials</li> <li><input type="checkbox"/> Effectively links multiple course concepts</li> <li><input type="checkbox"/> Develops strong arguments with clear, well-thought out rationale and good examples</li> <li><input type="checkbox"/> Clarifies points others may not understand</li> </ul>                        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ability to appropriately and accurately apply course concepts</li> <li><input type="checkbox"/> Develops logical arguments employing course materials</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks ability to apply concepts</li> <li><input type="checkbox"/> Argumentation weak, illogical, &amp;/or unsupported</li> </ul>  |
| <i>INTEGRATIVE ABILITY / CREATIVITY</i> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively synthesizes course material</li> <li><input type="checkbox"/> Offers new, creative insights</li> <li><input type="checkbox"/> Thoughtfully links course concepts to well-chosen examples and appropriate personal experience</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates understanding of links between concepts</li> <li><input type="checkbox"/> Offers cogent comments and insights</li> <li><input type="checkbox"/> Effectively uses examples to illustrates points</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Unable to grasp conceptual connections</li> <li><input type="checkbox"/> Comments often irrelevant &amp;/or off-topic</li> <li><input type="checkbox"/> Examples cited are unclear or incomplete</li> </ul>   |
| <i>REGULARITY OF CONTRIBUTION</i>       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently contributes to class discussion &amp; development</li> <li><input type="checkbox"/> Offers relevant, succinct input</li> <li><input type="checkbox"/> Initiates discussion</li> <li><input type="checkbox"/> Completes work in advance to allow time for reflection</li> <li><input type="checkbox"/> Adheres to format requirements for written work</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Regularly makes productive contributions</li> <li><input type="checkbox"/> Sometimes initiates discussion</li> <li><input type="checkbox"/> Completes work in a timely fashion</li> <li><input type="checkbox"/> Adheres to format requirements for written work</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no input unless solicited</li> <li><input type="checkbox"/> Often unprepared</li> <li><input type="checkbox"/> Does not follow flow of discussion or ideas</li> <li><input type="checkbox"/> Submits late, incomplete, &amp;/or careless work</li> <li><input type="checkbox"/> Does not adhere to format requirements</li> </ul> |
| <i>ATTITUDE / DEMEANOR</i>              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is learning oriented</li> <li><input type="checkbox"/> Energizes class and groups</li> <li><input type="checkbox"/> Makes productive suggestions</li> <li><input type="checkbox"/> Listens actively</li> <li><input type="checkbox"/> Leaves air time for others</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is learning oriented</li> <li><input type="checkbox"/> Contributes to positive group dynamics</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Disruptive, distracted, &amp;/or impatient</li> <li><input type="checkbox"/> Unhelpful or uncooperative with class or groups</li> </ul>   |

## WRITING RUBRIC: ORGANIZATION AND MECHANICS/LANGUAGE

|               |  |
|---------------|--|
| 4 (Excellent) | Very well organized; main ideas are clear and vivid; effective smooth sequencing. Displays consistent facility with language; variety of sentence structures (simple and complex); sophisticated/precise/clever word choice; appropriate use of idioms; no detectable grammatical or mechanical errors.  |
| 3 (Good)      | Organized; clearly stated main ideas with only minor problems in cohesiveness; ideas appropriately sequenced. Displays facility with language; competence with most sentence structures; good word choice; occasional minor errors in grammar, mechanics, idiom usage, but meaning is not obscured.  |
| 2 (Fair)      | Not clearly organized; may wander or lack appropriate transitions, but thought can be followed. Displays competence with simple sentence structure, although may have problems with complex sentences; lacks variety of sentences; occasional errors in grammar, mechanics, word choice or idiom usage, that may occasionally confuse meaning. |
| 1 (Poor)      | Disorganized with confusing, disconnected ideas; very difficult to understand analysis. Meaning is seriously or frequently obscured or confused due to major or frequent problems in sentence construction, grammar, mechanics or word choice/idiom usage.   |