



Some details may change via New Versions (always see **cuLearn**)
Given the uncertainties about On-Line delivery and Covid19, I suspect I may have more occasions
to make changes and later than normal

Do not Copy this Outline for Future. Consult the Version Posted at cuLearn.



Fall 2020

(On-Line Special; Class time = Tutorial Time)

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|-------------------------------------|--|
| <i>Course Title</i> | Introduction to Organization Theory |
| <i>Course Number</i> | BUSI 3103 |
| <i>Class times</i> (Synchronous) | Sec A: 11:35AM – 2:25PM EST (Thursday) Sec B: 11:35AM – 2:25PM EST (Wednesday) |
| <i>Professor</i> | Dr. Shibu Pal |
| <i>Telephone</i> | 613-520- 2600; ext. 2390 (Due to Covid, not going to office much) |
| <i>E-mail</i> | shibu.pal@carleton.ca (I will read and answer emails within a couple of workdays). |
| <i>Consultation</i> | I will be available quite flexibly. Just let me know when you wish to have a “chat,” and I will be happy to arrange a face to face meeting online. Please send me an email with a few preferred times and I will fix a time of mutual convenience. |
| Textbook: | Daft, R.L. and Armstrong, A, <i>Organizational Theory & Design</i>, Nelson Publ. 3rd Ed. 2015. One copy each of the textbook is in the library reserve. |

Companion site for the text:

<http://coursemate.cengage.com/CPReader/View/9780176691974/default.aspx?eISBN=9780176691974>



Calendar Description**BUSI 3103 [0.5 credit]****Introduction to Organization Theory**

Macro-organization theory. Structuring of organizations in a complex global economy. Effects of the external environment, technology, culture and organizational goals on the structure, processes and effectiveness of the organization...

Prerequisite(s): second year standing and one of [BUSI 2101](#), [BUSI 2121](#), [BUSI 2702](#), or [PSYC 2801](#).

Programmatic (AACSB) Objectives delivered through this Course

Upon successful completion of this course, students will be able to:

1. Explain concepts of modern organization theory.
2. Analyze organizational structures and processes through multiple perspectives.
3. Apply concepts of the course to design solutions to organization's moderately complex problems.

This Course

This core course in the BCom program examines the state of knowledge about **How Organizations Work** – AKA **Organization Theory!** Don't let the word *theory* scare you. Don't think of it as jibber-jabber!! (You may not know it, but you and I apply theories everyday: not just in other university courses, but in our lives! Yes, sometimes we misuse a theory or apply a wrong one.)

The objective of the course will be to provide you with a necessary understanding, appreciation and familiarization of how most organizations function. **This knowledge will directly benefit you** every day in your work life. Wonder about why certain people seem to be involved in most important decisions? Why some departments seem to have meetings more than other departments? Or what does a corporate office do? You will understand all that after the course. **If you do your share of work**, you will be able to competently use the concepts in daily business life in a complex organizational setting, or in an academic setting.

Knowledge from this course will be useful also if you are an entrepreneur, at the start of your business, and as it grows, and at times when business problems become complex. Hence, the objective can be restated to be development of your ability to apply the concepts in critical and creative ways, to analyze organizational processes and structures, and to assess literature about the same. Improvement in communication (especially written) skills is another objective, since it is also a programmatic goal of the B.Com program.

The vehicles to achieve the objectives will include discussion of readings, in-class analysis of issues, case analysis and written presentations. While my emphasis will be on profit-seeking business firms—big and small—we will talk about all types of organizations including governments, NGOs, and non-profit. I will assume prior knowledge of *MWERO* aspects of Organization Behaviour. Some hands-on work experience in organizations, especially medium to large firms, will be an asset in this course.

**Don't like something about this course?
Don't wait till the end, let's talk about it now!**

Class Agenda and Deadlines are Posted @ cuLearn

**See an error, inconsistency, ambiguity in this document?
Please let me know.**

Communication Vehicles in the Course

- **Lesson Videos** – These are posted and replace the Class lectures. Watch them anytime and as many times as you want. Start at L 1a then L 1b and so on. @ cuLearn

- **Virtual Tutorials (Synchronous)**

These will be Synchronous meetings (@ Zoom). I do not intend to lecture. Given the uncertainty of your ability to be in these meetings, I am not going to schedule any exercises as I used to in the in-person classes. Here, I expect you to bring up questions, comments, stories and lead discussions. I will make remarks as I see fit, but you would be in charge. The responsibility for making the tutorials work and be effective will have to be shared both by you and me. Your responsibility will be to watch the videos of the week, thoroughly read the weekly material ahead of time, reflect on what you read and raise questions, give your perspectives to questions raised by me and your peers. Take a look at “Tips for doing well” at cuLearn. Here are some ground rules and suggestions:

- If the class goes silent, I may end the tutorial early.
- I have split the Scheduled class time into two 1.5 hr slots. Sign up for a time slot (*1.5 hour within the scheduled Class slot*). @ cuLearn
- **If you cannot join us in tutorials regularly, please let me know.** (I don't expect to have a solution, but at least I will know.) You will need to depend on the posted videos of the classes.
- *I will expect you keep your microphone MUTE unless you have something to say.*
- *During the class, you UNMUTE at your end when you have a question to ask, answer a question raised in the class or comment to make about the course content. I ask that you raise any administrative questions about the course at the beginning or end of the class times, not during the discussions of the course content.*
- *Obviously, one person at a time! If someone is speaking, and you have something to say, UNMUTE your microphone, and I will call on you.*
- *KEEP YOUR VIDEO ON so I can see you. I hope bandwidth will not pose a problem. The reason for this is simple: it is difficult for me to talk to the wall and stay motivated.*
- *Stay on Speaker View to minimize distractions.*
- *You can stay focused and motivated if you bear your responsibility and, importantly, take notes BY HAND on paper, not on laptop or such!*

- **Weekly Exercise Reports** – To be uploaded to cuLearn everyweek Tuesday by 11 AM. You have many hours/days to work on a report; hence, there is no make-up arrangement for missed ones. (See below policy about medically-induced absence) @ cuLearn
- **Forums** – Open forums to 1) introduce yourself to others; 2) to raise and discuss course related administrative and conceptual issues. If the Forum starts serving you well, I might add some bonus marks here for meaningful participation @ cuLearn (Community Billboard and Forum)
- **E-mails** – I will use emails to reach you, please do the same, using your Carleton account, to reach me.
- **Announcements** – By emails, and/or at cuLearn.

Technical Requirements for working with cuLearn have not changed.

Online courses require you to have the right equipment and network.

1. Here is a link with all the system requirements for Zoom.

<https://support.zoom.us/hc/en-us/articles/204003179-System-Requirements-for-Zoom-Rooms>

Grading (tentative until the end of the 3rd week)

| | |
|--|-----------------|
| Weekly Exercise Reports (WER) [Minimum 8 will be graded] [If the Tutorials and Forum are energized and prove to be engaging, I may shift some marks from here to either or both of these – by the 3 rd week] | 55% |
| Centrally Scheduled Final Exam sometime in December (See notes below); Covers all chapters and classes | 45% |
| Random Bonus Marks (announced as occasions dictate) | Up to 5% |

Weekly Agenda (details may change with notice) is posted separately @ **cuLearn**.

Evaluation processes and their objectives

1. Weekly Exercise Reports (WERs)

Weekly reports are designed to encourage you to keep up with the readings; the best way—just as physical exercise—is to focus on the course material for a few hours every week. (*Cheating me is the same as paying for gym workouts, going there and pretending to exercise.*) These reports will be related to topics of the week before (except for the first week). All submissions will not be evaluated; some will be randomly selected for the purpose.

The WERs will be due on-line on **Tuesdays (11 AM EST)**. The time is chosen so that you have plenty of time work on them and to recover from any technical trouble you may face. (You can seek help from ITS at CU: its.service.desk@carleton.ca, <https://carleton.ca/its/help-centre/>; 613-520-3700)

2. **Final Examination** - Ascertaining completeness of your reading, understanding, and abilities to apply the course concepts.

Weekly Exercise Reports (WER) @ cuLearn Carry 55% marks [To be finalized by 3rd week]

To gain full value of class discussions you need to read and THINK about the concepts and illustrations (i.e. examples and vignettes) in the text, before we meet to talk about those concepts!

WERs will be due every week on Tuesdays at 11 AM.

Consult the WER rubric at **cuLearn**.

If you for any reason miss a WER deadline that will have been Randomly Selected, the Score for that post will be not necessarily be Zero (see note 1 below). To create the total score for the term's WER, I will also take into account the number of **acceptable** (see note below) reports through the term. The average of the assessed marks will be assigned to all the Unassessed, but Acceptable WER submissions.

Quality of posts will be assessed based on sufficiency, relevance, theoretical grounding, evidence of due diligence, and timeliness.

The formula for determining the final mark:

$$\text{WER average mark } W_a = \left(\sum_1^m (P_i) \right) (\div m) \text{ where,}$$

P_i = WER mark of assessed i^{th} submission; m = number of WERs assessed
WER Total mark $E_T = (n \times W_a) / N$ where, n = number of completed weekly submissions, N = number of WER assigned.

Notes:

1. If less than m (including zero) of a student's reports is(are) assessed (due to one's failure to submit on time) by random picks of WERs, yet other submissions could have been picked for assessment, for the missing mark, the lesser of the class average and the individual's own average will be awarded. [This scenario can happen for a student who misses the report deadline often.]
2. A manifestly poor (demonstrating little grasp of relevant concepts) report can be deemed not to have been submitted and thus considered **Unacceptable**.

WER evaluation:

- All reports will **NOT** be graded.
- The same report will be graded for all students.
- The reports to be graded will be randomly picked.
- It may take a bit of time to grade – please have patience.

The following will guide the grading of WER posts. How marks will be broken up will depend on the particular exercise at hand.

1. Does the report utilize theoretical concepts to support the answer(s)? Such demonstration requires good preparation, and attention to the discussions in class.
2. Does the report demonstrate your understanding (as opposed to simple jargon-use) of underlying concept(s)?
3. How succinct is the report? That is, did you make it unnecessarily long? (This will show up as redundant and/or irrelevant stuff appearing in the report.)
4. Did the report consider word limit? Leaving an important point out, with much room before reaching word-limit would cost you, if you have chosen a point of lesser impact. If you have good points (non-redundant, relevant) to make that *marginally* put the report beyond the word limit, you will not be penalized.
5. Egregious spelling or grammar will cost you marks.
6. Academic Integrity rules apply. Answers to many exercises are easily available online. Please remember I can access them too.

Unhappy with the mark you received on a piece of work?

From time to time, you may have legitimate concerns about marks you receive on an assignment, quiz or exam. It is important to understand that you do have recourse if you think that your work has not been graded appropriately. In such circumstance, please follow the procedure below within one week after the grades on that piece have been made available.

1. Within one week of the post date of the marks for that item, submit your request to me in writing specifically noting your concern(s). Please don't simply write something similar to "I think I deserve more marks." You must clearly indicate where the marker made an error in marking of your paper. In this regard you should refer to any relevant information (e.g. lesson notes, textbook) to support your claim. Note also that your request must be compelling – you must make a good case for re-grading. A request that is deemed to be weak by me will not be heeded.
2. It is important to note that I reserve the right to re-grade the entire paper in question and to either leave the mark as it is or to change it positively or negatively as deemed appropriate. (Yes, I have reviewed challenged papers that actually were awarded more marks than was appropriate.)

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

| | | | |
|--------------|-------------|-------------|-------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 | | | |

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

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Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>