



Carleton
University

Sprett
School of Business

MANAGEMENT
BUSI 3103 SECTION F
WINTER 2022

INTRODUCTION TO ORGANIZATION THEORY

Instructor: Sujit Sur
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Modality: HyFlex - synchronous

Course Meets: Wednesday 1805-2055

Pre-requisites & precluded Courses:

Second-year standing and one of BUSI 2101, BUSI 2121, BUSI 2702 or PSYC 2801

Course Calendar description from the [2021/2022 University calendar](#):

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

Course Description:

This is an introductory course in Organization Theory and Design. The objective of this course is to introduce the student to the basic concepts involved in structuring contemporary organizations in complex, dynamic, uncertain, and globally competitive environment. It examines the effects of forces in the internal and external environment on

managerial decisions for designing the organizational structure and systems. The course focuses on:

- the influence of organizational structure and design on internal organizational processes and overall effectiveness.
- the relationships between organization structure and the behavior of those who work in them or otherwise interact with them.
- the managerial implications of organizational design and change and how these are informed by the relevant theories.
- the impact of advanced technologies on the strategy and structure of organizations and how to address the changes implied by the adoption of these technologies.
- analyzing the design and structure of organizations through a combination of lectures, examples and cases.
- developing managerial ability, critical thinking, problem solving, metacognitive and communication skills.

Learning Outcomes:

Upon successful completion of the course, you will be able to:

1. Apply the basic theories that describe, explain, and predict organizational structures and the processes that change them.
2. Identify problem statements and critically analyze business issues
3. Apply appropriate organization theories to address organizational design challenges
4. Enhance your ability to collaborate with peers, and co-create the emergent understanding
5. Enhance your ability to reflect on your learning, and communicate effectively

Reading(s)/Textbook(s)/Required Materials (incl. technical requirements, i.e., webcam):

Weekly readings and cases will be assigned from the textbook (available at the University bookstore or online as an e-book):

Organizational Theory and Design, 4th Canadian edition.
Authors: Richard L. Daft, Ann Armstrong

The technical support website is at: <https://www.about.redshelf.com/contact>

1. You need to pre-register on the Redshelf site. In the right-hand corner click “Sign in, then go to “new to Redhself, Sign-up”
2. It is recommended that you register using their Carleton email address
3. You will find an FAQ which lists the most common problems and errors.
4. If your issue is not addressed in the FAQ, then you need to submit a ticket for personalized help. You will be contacted directly thereafter.
5. Support tickets are always answered quickly during customer support hours - but may take a little longer during the months of Jan/Feb and Aug/Sept (Rush Periods). If

submitted outside of these hours, responses will be sent as soon as possible during the next scheduled shift.

Redshelf Customer Support Hours (CST):

Monday-Friday: 8am - 6pm

Sunday: 10am - 7pm

Support hours during "Rush Periods" may vary

All other required class material will be provided on Brightspace.

You will need access to a computer/laptop equipped with a webcam during the class to be able to participate in team discussions and in-class activities whether attending in-person or online. All work in class will be in teams, and if required laptops can be taken on loan from ITS services.

Course Requirements & Methods of Evaluation:

The evaluation of this class will be based on weekly online quizzes and preliminary case analysis worksheet (to be completed individually online prior to each class), in class team case analysis, followed by team case analysis presentations/reports, and some in-class activities. There also would be a midterm reflection on learning assessment, end of semester team reflection on learning, and an individual case analysis (final exam).

All submissions will be on BrightSpace. Team case reports are due before the end of class and need to be uploaded to Brightspace. The presenting teams also need to upload their Powerpoint slides/prezi or other presentation material to Brightspace before end of class, but don't have to submit case reports. The final course grade will be a weighted average of each of these components (see Evaluation and Grading Scheme below). The midterm reflection on learning, the end of semester team reflection on learning, and the individual case report (final exam) also needs to be submitted online via Brightspace.

Late Penalties: For any assignment that is late there is a 10% penalty for each calendar day (or part thereof) late. For example, a 9/10 grade becomes 8/10 if submitted after the deadline but less than 24 hours late; a 9/10 grade becomes 7/10 if submitted more than 24 hours late but less than 48 hours late; and so on.

Class Participation and Contributions to Peer Learning: You are encouraged to actively participate in all classes by being adequately prepared, i.e., by completing the weekly reading, online quiz and individual case analysis worksheet before coming to class. Regular attendance, participation and contribution from all class members is essential for effective team discussion and developing an effective report/presentation. It is student contribution to peer learning that constitutes a contribution, including

encouraging colleagues, building on earlier comments without repeating, listening attentively and being respectful of differences of opinion. While attendance is a prerequisite to participation, it is the quality, not the quantity, of remarks that matter. Meaningful contribution ensures that you co-create something useful that might otherwise have gone unnoticed. The use of electronic devices is necessary in this class, but please be mindful not to distract your colleagues (e.g., turn off unnecessary sounds, mute your mic/sound when appropriate, etc.).

Policy for Team Presentations: All team members must participate in the team case analysis development and presentation/report and the in-class activities. Anyone unable to do so because of illness or other circumstances beyond their control must inform their teammates and contact me via email prior to the start of the class. I will allow an alternative individual assignment. The other team members must make the entire presentation as scheduled.

Evaluation and Grading Scheme: The course will have a weighted evaluation of individual-work and teamwork as follows:

Individual earned grades

Individual weekly online quizzes	10%
Individual weekly case analyses	10%
Individual reflection on learning (Midterm FUSION component)	5%
Peer evaluation (Team's assessment of contribution to team)	5%
Individual case analysis (final assignment)	20%

Team earned grades

Team case reports & presentations	20%
In-class activities	20%
Team reflection on learning (FUSION and learning theories component)	10%
Total	100%

Additionally, every team that applies to, selected for and successfully completes the [changemaker challenge](#) conducted by the Innovation Hub will be awarded 2 bonus points.

Note: You need to pass the final assignment to pass the class.

Course Schedule:

Date	Topic/Chapter	Case of the week	In-class activity	Post-class reflection activity
Week 1	Class Introduction Form teams		Team icebreaker activities	FUSION Orientation module
Week 2	Chapter 1: Organizations and Organizational Theory (Overview) Chapter 2: The External Environment ▶ Task and general environment, environmental uncertainty, differentiation, and integration.	Case (pg.80): “Vancity: Doing good, doing well”	“Organizations you rely on” worksheet (see textbook pg. 76)	FUSION Metacognition module
Week 3	Chapter 3: Strategy, Org. Design, and effectiveness ▶ Role of strategic direction, organizational purpose and mission, operative goals, Porters and Miles and Snow typology	Case (pg.123): “Jones Soda”	“Identifying company goals and strategies” worksheet (see textbook pg.122)	FUSION Communication module
Week 4	Chapter 4: Fundamentals of organizational structure ▶ Vertical vs. horizontal information linkages, various structures of organizations	Case (pg.176): “Aquarius Advertising Agency”	“You and organizational structure” worksheet (see textbook pg.173)	FUSION Problem Solving module
Week 5	Chapter 6 (30 pages): Interorganizational Relationships ▶ Interorganizational framework, resource dependence, population ecology, institutionalism	Case (pg.238): “Apple”	“Management Fads” Workbook (see textbook pg.238)	FUSION Apply module
Week 6	Chapter 12 (42 pages): Conflict, Power and Politics ▶ Intercompany conflict, sources of power within organizations	Case (pg.559): Integrative case 3.0: “Walmart’s failures in entering three developed markets”	OT incorporated game (see rule sheet on Brightspace)	FUSION Reflect module
Week 7	READING WEEK (no class)			
Week 8	MIDTERM WEEK (no class)		Individual reflection on learning (FUSION workbook report) due	

Week 9	<p>Chapter 5: Designing organizations for social and environmental purpose</p> <p>Chapter 9: Organizational culture and ethics</p> <p>➤ Ethical, societal and environmental issues facing today's organizations</p>	Case (pg.566): Integrative 4.0 "IKEA: Scandinavian Style"	<p>Ethical Dilemma Activity (see rule sheet on Brightspace)</p> <p>Corporate Social Responsibility activity (see rule sheet on Brightspace)</p>	Reflection on Schlossberg's Mattering and Marginality
Week 10	<p>Chapter 8: Organizational Size, Life Cycle and Decline</p> <p>➤ Organizational size, life cycle characteristics and control</p>	Case (pg.327): "I Love Rewards Inc."	"Control Mechanisms" Workbook (see textbook p.325)	Reflection on Astin's Student Involvement Theory
Week 11	<p>Chapter 13: Decision-Making Processes</p> <p>➤ Learning organizations, Individual decision making, organizational decision models</p>	Case (pg.535): "The Big Carrot"	Decision-Making Framework Activity (see rule sheet on Brightspace)	Reflection on Perry's Model of Cognitive Development
Week 12	<p>Chapter 11: Innovation and change</p> <p>➤ Strategies for change, dual core approach, technological changes, new product changes</p>	Case (pg.453): "Osoyoos Band"	Innovation and Change Perceptual Map Activity (see rule sheet on Brightspace)	Reflection on Schlossberg's Transition Theory
Week 13	<p>Chapter 10: Manufacturing and Service Technologies and Digitization</p> <p>➤ Core Technology, non-core departmental technology</p>	Case 11(pg. 410): "Digitization in the Manufacturing Sector: Skills in Transition"	Class Bingo (see rule sheet on Brightspace)	Reflection on Sanford's Challenge and Support Theory
Last day of classes	Team reflection on learning (FUSION and Learning Theories report)			
Last day of classes	Peer Evaluation			
Last day of exams	Final assignment (Individual case) due	Case: Foldable Shoe Maker Beats the Odds		

Contribution to Learning Goals of the Program ([BCom](#))

Below you will find a table describing how this course contributes to the BCom program goals which can be found online at this link (<https://sprott.carleton.ca/wp-content/uploads/AOL-BCom.pdf>)

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X

INDIVIDUAL DELIVERABLES

Weekly online quiz:

Each week, you must complete an online quiz testing your knowledge and understanding of the weekly reading. The weekly quiz will consist of 10 multiple-choice, true/false, and/or short-form answer (1-2 words). The quiz must be completed on Brightspace before the start of each class.

Weekly individual case analysis worksheet:

Also, each week you must complete an analysis of the case listed in the course schedule (see table above) and submit to Brightspace before the start of class. A guideline on how to complete the case analysis along with a report template will be reviewed during the first class and posted to Brightspace for reference. You will use your completed analysis worksheet during class as preparation for the in-class team case analysis activity described below.

Individual reflection on learning (FUSION report):

The Future Skills Innovation Network (FUSION) is a collaboration of Canadian Universities that, among other goals, seeks to integrate skills development in learning and to develop innovative more flexible learning formats that will help students be prepared for the Canadian workplace (see link below to Carleton TLS's student information site).

You will be completing each of the FUSION modules over the first six weeks of classes. In lieu of a midterm exam, you will complete a reflection on your learning experience in the class to this point. The purpose of this exercise is to reflect upon the knowledge and skills developed in the class so far and how they inform your academic and professional goals. You could integrate your reflections from the six FUSION modules and summarize them in the BUSI 3103 FUSION workbook. On completion of all six modules, you will be eligible for 10 Co-curriculum credits. A guideline and workbook for the assignment will be provided and reviewed in class. The assignment should be submitted to Brightspace during mid-term week. It should be no more than 1200 words, DOCX or PDF format, 12 pt font, double-spaced, APA/Chicago style references. The word count excludes tables, figures, and references, if any.

If you have additional specific questions related to the FUSION curriculum, you can also directly contact the FUSION team, join the drop-in sessions during the week, or

workshops organized by them. FUSION website at Teaching and Learning Services (TLS):

<https://carleton.ca/tls/teaching-learning-and-pedagogy/experiential-learning/fusion/student/>

Individual reflection on learning (Learning Theories report):

You will be completing each of the Learning Theory reflections over the week 8 to week 11 of classes. In these reflection pieces, you will integrate your learning experience in the class to your university experience. The purpose of this exercise is to reflect upon the knowledge and skills developed in the class so far and how they inform your academic and professional goals, and your conduct within the Carleton community. The guideline for these assignments will be provided and reviewed in class during week 8. Each assignment should be submitted to Brightspace and should be no more than 600 words, DOCX or PDF format, 12 pt font, double-spaced, APA/Chicago style references. The word count excludes tables, figures, and references if any.

Individual case assignment (final exam):

For your final exam, you must submit a final individual case report. The case to be analyzed will be available for download on Brightspace: “Foldable Shoe Maker Beats the Odds”. The submission should be no more than 1500 words (double-spaced, Times New Roman, 12pt, 1” margins, APA/Chicago style references). References and supporting tables and figures do not count towards the word limit. The individual report should be a product of your own work. Your analysis should apply theories and design principles learned throughout the course. Supplemental references are encouraged. Please submit the report to Brightspace. The due date will be the last day of exams and will be decided collectively during the first class.

Peer evaluation:

At the end of the semester, you will be asked to evaluate the individual contributions of the other team members to all of the team presentations, recognizing that to consider one team member as contributing significantly more, requires that another team member be identified as contributing less (details of the evaluation to be provided in class). After completing all the team deliverables, you will submit this peer evaluation of the other members in your team. A guideline and form will be provided on Brightspace and reviewed in class. The completed form should be submitted to Brightspace by last day of classes.

TEAM DELIVERABLES

Team Case Analyses:

You will be required to form teams of 5 students (minimum of 4 students and dependent upon class size, exceptionally a team of 6 may be permitted or a student without a team may be assigned to a team, all at the professor's discretion) during the first class. Once formed, these teams will collectively carry out team assignments and presentations throughout the semester without any further changes. The team should also agree upfront on the modality of its attendance in the class (online or in-person). All members of a team are expected to respect this agreement and attend class accordingly. You are responsible for selecting your team partners and the team is expected to self-govern to ensure the quality of all deliverables, independently resolving any conflicts within the team. It is strongly recommended that you seek diversified and complementary skill sets in your prospective team partners, ideally students from different academic concentrations with varied work experiences and backgrounds. Further information on effective team formation and processes will be discussed at the first class. The team assignments provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other team skills. The resources at <http://sprott.carleton.ca/students/undergraduate/bcom/group-work-resources/> and <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> are recommended.

You are particularly encouraged to maintain evidence of your contribution to the team performance, including estimated research time, working papers, etc. The keeping of a work log of team meetings, commitments, decisions, etc. is also a valuable organizational tool. It is in each team member's best interest to ensure an equitable sharing of the research and work.

Two teams in rotation will present their findings in class, and all other teams will submit a written report. The case analysis should be completed in concise business writing and should be no more than 2 pages (double-spaced, Times New Roman, 12pt, 1" margins, APA references) excluding supplementary tables and figures. The presenting teams do not have to submit a written report.

Team case presentations: Each class, two teams will present their analysis of the case to the class. A presentation schedule will be developed during the first class. Each team will present twice over the course of the semester. Each team will have 15 minutes to present their analysis of the case, make a recommendation, and propose a design for the organization. The style and format of the presentation is up to each team – so be creative! Presentations will be followed by a question-and-answer period where all the other teams are expected to contribute constructively to the class discussion including comments, critiques, and other insights to build a stronger understanding of the case for everyone. The presenting team will upload their presentation slides/prezi or other presentation material to Brightspace instead of a case report for the week that they are presenting. Note: each presenting team is responsible for ensuring that their analysis, recommendation, and design are clearly stated in their presentation – these should be included in writing as backup material at the end of the slide deck if presented by other

means during the class time (e.g., verbal presentation, skit, mock debate, etc.), or as a video of their presentation.

Team case reports: Each team will be responsible for preparing and submitting an analysis for every case, except for the cases they present. A case report template will be provided and review at the first class. The submission should be no longer than 2-3 pages, excluding tables and figures. Because each report is a team effort, you must discuss the case report with your team members. Do not summarize the case or provide background as this will take away from your ability to show your analyses, recommendations, and implementation plans. Remember to apply the theory from the corresponding chapter in the textbook, e.g., in week 4, you should apply theory of organizational structure to the case of “Aquarius Advertising Agency”. This analysis will be used by your team in the rebuttal/question/discussion session at the conclusion of the case presentations each week. You should also attempt to include learnings from previous weeks. This will build a holistic understanding and will greatly enhance your ability to conduct an excellent analysis and design for the final assignment.

In-class activities:

Each week, as part of the experiential learning approach, we will engage in team-based learning activities to further develop knowledge and understanding the organization theory under discussion. The in-class activities will vary week-to-week with varying deliverables. Each activity will have a description posted to Brightspace and reviewed in class to be sure that everyone understands. As a facilitated experiential learning exercise, there will also be ample time in-class for questions and clarification.

Team reflection on learning (FUSION and Learning Theories component):

During the final week of the semester, the team needs to collaborate of developing a team reflection on the learning experience in the entire course. Building on the individual reflections submitted throughout the semester, the team reflection will aggregate and integrate the individual experiences of team members and also reflect on the team’s experience in collaborative learning. A guideline with more detail will be reviewed in-class. The submission should be on Brightspace by the last day of classes. The submission should be no more than 2000 words (double-spaced, Times New Roman, 12pt, 1” margins, APA/Chicago style references). References and supporting tables and figures do not count towards the word limit.

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

Team work

The Sprott School of Business encourages team assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other team skills. Team assignments are also good for learning integrative skills for putting together a complex task. You are assigned many tasks/assignments/projects in this course. Before embarking on a specific problem as a team, it is your responsibility to ensure that the problem is meant to be a team 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 accommodation

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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.

For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 may retain a copy of all work that is submitted, if they need personal records.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need 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/>
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