



Some details may change via New Versions (always check **Brightspace**)
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 Brightspace.



BUSI 3103 Fall 2021

Course Title	Introduction to Organization Theory
Modality	<i>Asynchronous 100 mins (average; a few weeks up to 150 minutes) Synchronous (optional) 70 mins</i>
<i>(Synchronous)</i>	<i>Sec A: In-Class Ex: 11:35AM – 12:55PM; On-Line: 1:05 PM - 2:25PM EST (Wed) Sec B: In-Class Ex: 11:35AM – 12:55PM; On-Line: 1:05 PM - 2:25PM EST (Th)</i>
Professor	Dr. Shibu Pal
Telephone	613-520- 2600; ext. 2390 (Due to Covid, not going to office much)
E-mail	shibu.pal@carleton.ca (I will read and answer emails within a couple of workdays).
Consultation	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. 4th Ed. 2021.

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



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.

Contribution to **Learning goals** for the [BCom](#) Program

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught but Not Assessed	Competencies Taught and Assessed
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

This Course

This core course in the BCom program examines the state of knowledge about **How Organizations Work** – AKA **Organization Theory**! The word *theory* ought not scare you. Theory is not jibber-jabber!! (You may not know it, but you and I apply theories everyday: not just in university courses and research, but in our everyday 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 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 @
Brightspace**

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. @ Brightspace
- **Virtual Discussion and Exercise Sessions (Synchronous)**

These will be Synchronous meetings (@ Zoom and classroom). I do not intend to lecture in these sessions. 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 trigger the discussions. I will make remarks as I see fit, but the collective 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, catch up on all the readings that have been assigned prior to 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. Please check “Tips for doing well” at Brightspace. 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 **70 minutes** slots. In-Class meetings start at 11:35; Virtual meetings start at 13:05 @ Brightspace. The two meetings will likely be very different because I will not plan them.
 - **For the Virtual meetings:**
 - *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, “raise your virtual hand” and UNMUTE your microphone, and I will call on you.*
 - *I prefer that you KEEP YOUR VIDEO ON so I can see you. That helps with the socialization aspect of a course. Also, 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 **Brightspace** every week 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 necessitated absence) You need to plan your time for this. Without planning, the task will appear arduous and no doubt you will not enjoy them or learn from them.
- **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 @ **Brightspace (Community Billboard and Forum)**. The Forum is meant for academic discussions, not administrative. Please write to me your administrative questions, comments or suggestions.
- **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 **Brightspace**.

Please be familiar with the Technical Requirements for working with Brightspace.

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 and used to calculate the average] [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%
Bonus Marks (Decided and announced as occasions dictate)	Up to 5%

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

Evaluation processes and their objectives

1. Weekly Exercise Reports (WERs)

Weekly reports are designed to encourage you to keep up with the readings and reflect on what you read; 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 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; at least 7 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) @ Brightspace 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 textbook, **before** we meet to talk about those concepts!

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

Consult the WER rubric at **Brightspace**.

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:

$$\text{WER average mark } W_a = \left(\sum_{i=1}^m (P_i) \right) (\div m) \text{ where,}$$

P_i = WER mark of assessed i^{th} submission; m = number of WERs assessed
WER Total mark $W_T = (n \times W_a) / N$ 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) selected and assessed by random picks of WERs (due to one's failure to submit a selected WER), yet there are unselected submissions, then, for the missing mark the lesser of the class average and the individual's own average will be awarded.
2. A manifestly poor (demonstrating little grasp of relevant concepts) report (WER) can be deemed not to have been submitted and thus considered **Unacceptable**.

WER evaluation:

- All reports will **NOT** be graded. At least 7 will be graded.
- The same WER will be graded for all students.
- The WERs 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 marking schemes 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.

Typical Rubric for WER evaluation (Weight distribution may vary somewhat depending on the particular exercise at hand) (Graded out of 10)

Criteria	Weight	0 ←————→ 100%					
		Poor F range	Weak D range	Competent C Range	Good B range	Very good A- to A	Excellent A+
Clarity of presentation (style, syntax, vocabulary, grammar.. all assessed)	10%						
Seamless structure and presentation	10%						
Strength of analysis and Ties to the course (explicit use of concepts—not just highlighted jargons—from the course material) with reference, not just to a word, but to the substance of the concept being used	80%						

Penalty for late submission: 20% per hour. So, if your report earns 8/10, and you are one hour late, then your report will be awarded 6.4/10 (8-1.6).

Late Registration? Too busy with other commitments? Sickness?

Sorry, if you miss an assignment or an opportunity to participate in any course-related activity due to late registration or to other commitments conflicting with this course, there will be no accommodations.

Missed WERs: You may have noticed, effect of missing one report will be zero to negligible. (One miss is tolerated in the formula. If the WER you miss is selected for grading, then there may be, in some cases, a small negative effect on your total WER grade.) If you have a verifiable medical issue that is compelling you to miss Multiple Consecutive WERs, please let me know and I will try to find alternative tasks for you to compensate for missed WERs. 😊

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

None

Group work

None, due to Covid 19 related circumstances

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

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 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/>