BUS 358E Organizational Theory

Gloria Cuevas-Rodríguez
Oficina: Edificio 7, 3º planta, despacho 13
Email: gcuerod@upo.es
Office Hours: Thursday 1:00-2:30

Course Information:
Spring 2020
Monday and Wednesday
Bus 358Ea 12:00-1:20
Bus 358Eb 1:30-2:50

Course Description
The course will explore the most relevant perspectives and approaches which attempt to explain the nature, structure and functioning of organizations. As part of the Organizational Theory, we will study also organizational design which creates and transforms the organizational structure of an organization.

Prerequisites
There are no special requirements. However, it is recommended to have previously studied Business Administration.

Course Goals and Methodology
This course aims to provide a general understanding of the organizational theory. There will be two differentiated goals to be considered:

- Firstly: Learning about the most relevant organizational theories and understanding the different perspectives adopted to analyze business phenomena.
- Secondly: Learning about the organizational design function, design parameters, contextual factors and basic organizational models.

Learning Objectives
1. Learning about the most relevant organizational theories in the twentieth century in order to understand the function of organizations, which will provide a multidisciplinary view of business phenomena.

2. Learning about the organizational design function as one of the functions that make up the management process.

3. Learning how to diagnose organizational problems and giving possible solutions.

Required Texts
- Burton, RM & Ober, B. “Strategic Organizational diagnosis and design: The dynamics of Fit”, Kluwer Academic Publishers, 2004 (chapters 1-3)
- Jones, GR. “Organizational theory: text and cases”, Addison-Wesley, 1999 (chapters1-3)
- Mintzberg H. “The Structuring of Organizations”. Prentice-Hall, 1979 (chapters 4-7)
**General Course Policies**
Please keep your cell phones turned off during class.

**Course Requirements and Grading**
The final grade will be calculated according to the following:
- 30% Mid-term Exam
  - A minimum score of 5 points (on a 10-pt.scale) is required
- 10% Participation in class (see Class Participation Rubric at the end of this syllabus)
- 30% PCs
- 30% Final Exam
  - A minimum score of 5 points (on a 10-pt.scale) is required

PCs refer to “practical classes” in which students will have to work in groups different activities/practical tasks. Students will be evaluated considering the clarity of the ideas presented and solid arguments provided. There will be value not only that proper answers are giving to the questions raised but the clarity and well-structured presentation.

As part of PCs, a visit to a family winery (in Jerez de la Frontera) is planned on April 17.

Quiz/presentation/exam dates will not be changed under any circumstances.

**Attendance and Punctuality**
Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor’s note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don’t encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:
- On your 5th absence, 1 point will be taken off of your final grade (Spanish grade of 1-10)
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, 5 points will be taken off of your final Spanish grade

Punctuality is required – lateness will be penalised by 0.5 (over 15 mins) or 1 absence (over 30mins).

**Academic Dishonesty**
Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person’s intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).
Behavior Policy
Students are expected to show integrity and act in a professional and respectful manner at all times. A student’s attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Communication with Students
Please keep in mind that the office is only open Monday-Friday (on Fridays until 2:30pm) and that most professors do not check their emails on weekends. Though most emails will be answered within 48 hours, please be aware that the weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Learning Accommodations
If you require special accommodations, you must stop by the International Center to speak to Carmen G. Hernández (the Faculty coordinator: cgheroje@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. The deadline is February 21st. Carmen will explain the options available to you.

Class Programme
PART ONE: ORGANIZATIONAL THEORIES

Chapter 1. Introduction to organizational theory
1. What is an organization?
   • (Burton & Obel, 2004; pp. 1-5)
2. How does an organization create value?
   • (Jones, 1997; pp. 5-7)
3. Why do organizations exist?
   • (Jones, 1997; pp. 7-10)
4. Organization types
   • (Shafritz & Ott, 1996; pp.214-219)
5. Levels of analysis when studying organizations
   • (Class notes)
6. Organizational Theory
   • (Burton & Obel, 2004; pp. 10-13)

Chapter 2. Initial perspectives in the study of organizations
1. Introduction
   • (Class notes)
2. Classic Theories
   Frederick Taylor: The Principles of Scientific Management
   • (Shafritz & Ott, 1996; pp.66-79)
   Henry Fayol: General Principles of Management
   • (Shafritz & Ott, 1996; pp.52-65)
   Max Weber: Bureaucracy
   • (Shafritz & Ott, 1996; pp.80-85)
3. Organizational Behaviour Theories
Chapter 3. Intermediate perspectives in the study of organizations

1. Introduction
   • (Class notes)

2. The System Approach
   • (Class notes + Shafritz & Ott, 1996; pp.101-111)

3. The neoclassic theory
   • (Class notes)

4. Contingency Approach
   • (Class notes)

5. Decision making Theory
   • (Class notes + Shafritz & Ott, 1996; pp.359-374)

PART TWO: ORGANIZATIONAL DESIGN

Chapter 4. The structure and design of organizations: preliminary concepts

1. Introduction
2. Coordination in five parts
3. The organization in five parts
4. The function of the organization
5. Design Parameters

Chapter 5. The job design parameters

1. Introduction
2. Job specialization
3. Behaviour formalization
4. Training and indoctrination
5. Conclusions

Chapter 6. Structure design parameters and the decision making process

1. Introduction
2. Unit grouping
3. Unit size
4. Vertical and horizontal decentralization
5. Complexity

Chapter 7. Contingency factors: Size, age, technology and environment

1. Introduction
2. Size
3. Age
4. Technology
5. Environment

Chapters 4-7 are based on Mintzberg (1979)
CALENDAR_ ORGANIZATIONAL THEORY BUS358E
SPRING 2020

Midterm Exam: March 11
Final Exam: between Monday, May 18 – Thursday, May 21 (TBA)

<table>
<thead>
<tr>
<th>WEEKLY SCHEDULE</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 01</td>
<td>Jan 27 – Feb 2</td>
<td>Presentation</td>
</tr>
<tr>
<td>WEEK 02</td>
<td>Jan 3 – Feb 9</td>
<td>BL: Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC: Activities Chapter 1</td>
</tr>
<tr>
<td>WEEK 03</td>
<td>Feb 10 – Feb 16</td>
<td>BL: Chapter 2</td>
</tr>
<tr>
<td>WEEK 04</td>
<td>Feb 17 – Feb 23</td>
<td>BL: Chapter 2</td>
</tr>
<tr>
<td>WEEK 05</td>
<td>Feb 24 – March 1</td>
<td>BL: Chapter 3</td>
</tr>
<tr>
<td>WEEK 06</td>
<td>March 2 – March 8</td>
<td>No classes</td>
</tr>
<tr>
<td>WEEK 07</td>
<td>March 9 – March 15</td>
<td>PC: Activities Chapter 3</td>
</tr>
<tr>
<td>WEEK 08</td>
<td>March 16 – March 22</td>
<td>BL: Chapter 4</td>
</tr>
<tr>
<td>WEEK 09</td>
<td>March 23 – March 29</td>
<td>PC: Activities Chapter 4</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>March 30 – April 5</td>
<td>BL: Chapter 5</td>
</tr>
<tr>
<td></td>
<td>April 6 – April 12</td>
<td></td>
</tr>
<tr>
<td>WEEK 11</td>
<td>April 13 – April 19</td>
<td>PC: Activities Chapter 5</td>
</tr>
<tr>
<td>WEEK 12</td>
<td>April 20 – April 26</td>
<td>BL: Chapter 6</td>
</tr>
<tr>
<td></td>
<td>April 26 – May 2</td>
<td></td>
</tr>
<tr>
<td>WEEK 13</td>
<td>May 4 – May 10</td>
<td>BL: Chapter 6</td>
</tr>
<tr>
<td>WEEK 14</td>
<td>May 11 – May 17</td>
<td>PC: Activities Chapter 7</td>
</tr>
</tbody>
</table>

BL= Basic learning classes
PC= Practical classes

Holidays

- Thursday, February 27: “Puente.” No classes will be held.
- Friday, February 28: Día de Andalucía.
- Monday, March 2: “Puente.” No classes will be held.
- Sunday, April 5 - Sunday, April 12: Semana Santa (Holy Week).
- Friday, May 1: Labor Day.
- Saturday, April 26 - Sunday, May 2: Feria de Abril (Seville's April Fair).
## Class Participation Rubric (1-10 points-scale) *

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (9-10)</th>
<th>Good (6-8)</th>
<th>Fair (3-5)</th>
<th>Unacceptable (0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of engagement in class</strong></td>
<td>Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time</td>
<td>Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time</td>
<td>Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time</td>
<td>Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td>Student listens when others talk, both in groups and in class. Student <strong>incorporates or builds off</strong> of the ideas of others</td>
<td>Student <strong>listens</strong> when others talk, both in groups and in class</td>
<td>Student <strong>does not listen</strong> when others talk, both in groups and in class</td>
<td>Student <strong>does not listen</strong> when others talk, both in groups and in class. Student often <strong>interrupts</strong> when others speak</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Student <strong>almost never</strong> displays disruptive behavior during class</td>
<td>Student <strong>rarely</strong> displays disruptive behavior during class</td>
<td>Student <strong>occasionally</strong> displays disruptive behavior during class</td>
<td>Student <strong>almost always</strong> displays disruptive behavior during class</td>
</tr>
</tbody>
</table>

Note: Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn, such as:

- Eating in class
- Failing to respect the rights of other students to express their viewpoints
- Creating excessive noise
- Use of cell phones in the classroom, or
- Entering the class late or leaving early