



ORGANIZATIONAL THEORY_ BUS 358E

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Office Hours: Monday-Wednesday 1:30-2:30

Course Information:

Spring 2019

Monday and Wednesday

Bus 358Ea 12:00-1:20

Bus 358Eb 4:00-5:20

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)
- Gomez-Mejia, L., Balkin, D. & Cardy, RL. "Management", McGraw hill, 2008 (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)
- Robbins, SP, & Coulter, M. "Management", Prentice Hall, 2007
- Shafritz, JM & Ott, JS, "Classics of Organization Theory", Harcourt Brace College Publishers, 1996

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% PDLs
- 30% Final Exam
 - A minimum score of 5 points (on a 10-pt.scale) is required

PDLs refer to "practical and development learning classes" in which students will have to work in groups different activities/practical work. 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 PDLs, a visit to a family winery (in Jerez de la Frontera) is planned on **April 26**.

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).

Learning accommodations

If you require special accommodations, you must stop by the International Center to speak to Rubén (the Faculty coordinator) to either turn in your documentation or to confirm that our office has received it. The deadline is February 22nd. Rubén will explain the options available to you.

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.

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 2019

Midterm Exam: March 11

Final Exam: between Monday, May 20 – Thursday, May 23

WEEKLY SCHEDULE		Monday	Wednesday
WEEK 01	Jan 28 – Feb3		Presentation
WEEK 02	Jan 4-Feb 10	BL: Chapter 1	BL: Chapter 1 PDL: Activities Chapter 1
WEEK 03	Feb 11- Feb17	BL: Chapter 2	BL: Chapter 2
WEEK 04	Feb 18- Feb 24	BL: Chapter 2	PDL: Activities Chapter 2
WEEK 05	Feb 25- March 3	BL: Chapter 3	BL: Chapter 3
WEEK 06	March 4- March 10	BL: Chapter 3	PDL: Activities Chapter 3
WEEK 07	March 11- March 17	MID TERM-EXAM (March 11)	BL: Chapter 4
WEEK 08	March 18- March 24	BL: Chapter 4	PDL: Activities Chapter 4
WEEK 09	March 25 - March 31	BL: Chapter 5	BL: Chapter 5
WEEK 10	April 1- April 7	BL: Chapter 5	PDL: Activities Chapter 5
WEEK 11	April 8- April 14	BL: Chapter 6	BL: Chapter 6
	April 15- April 21	HOLY WEEK	
WEEK 12	April 22- April 28	BL: Chapter 6	Friday, April 26: Winery visit
WEEK 13	April 29 - May 5	PDL: Activities Chapter 7 (computer room)	PDL: Activities Chapter 7 (computer room)
	May 6- May 12	FERIA DE ABRIL	
WEEK 14	May 13- May 19	PDL: Activities Chapter 7 (computer room)	PDL: Activities Chapter 7 (computer room)
FINAL EXAMS (May 20-23)			

Class Participation Rubric (1-10 points-scale) *

Category	Excellent (9-10)	Good (6-8)	Fair (3-5)	Unacceptable (0-2)
Level of engagement in class	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	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	Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others	Student listens when others talk, both in groups and in class	Student does not listen when others talk, both in groups and in class	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak
Behavior	Student almost never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior during class	Student almost always displays disruptive behavior during class

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