YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies
School of Administrative Studies

ADMS 4010: Organization and Administrative Theory
Section A
Summer 2020

Course Outline

COURSE DIRECTOR
Julian Mason-Espin
jmsnespn@yorku.ca
Virtual office hours: by appointment, via Zoom

COURSE TIME AND LOCATION
Thursday 4:00pm - 7:00pm
Virtual meetings through Zoom, links to Zoom classes to be available via Moodle

COURSE DESCRIPTION AND OBJECTIVES
This class takes a high-level view of organizations while also speaking to the influence of individuals within organizations. We will consider how organizations are designed and managed in order to align individual effort, and team effort, with organizational goals. We will explore related topics such as strategy, organizational structure, processes, capabilities, rewards, agility, leadership, and change. We will discuss the relationship between organizations and the environment.

The concepts and theories we discuss are intended to develop your ability to analyze, and speak to, the dynamics of organizations and how organization design influences those dynamics. Cases will be used to apply the theory within the context of simulated decision-making scenarios. Guest speakers, TED Talks, and other supporting materials are included to incorporate expert perspectives related to the textbook's material.

OBJECTIVES
- To understand the theory of organization design.
- To practice presenting virtually and to improve your virtual presentation style.
- To grow experience working in virtual teams.
- To prepare polished reports.
- To improve your ability to deconstruct and discuss business cases.
- To develop skills in contributing to virtual group discussions.

COMMUNICATION
E-mail me with any questions you have throughout the course. Although I am not scheduling regular office hours, I am certainly available to meet with you by appointment. Please connect with me via e-mail (jmsnespn@yorku.ca).

REQUIRED TEXTBOOK
Anderson, Donald L*. Organization Design: Creating Strategic & Agile Organizations, 1st edition.* SAGE, 2019.

ASSIGNED CASES
Additional cases will be assigned. These cases are listed in the course schedule. You can purchase these cases online at https://www.iveycases.com/

ASSIGNMENTS AND GRADES

Weighting of the Course Assignments:
Participation – 10%
Individual Experience Report – 20%
Teamwork: Team Charter and Team Presentations – 35%
Mid-term Exam – 15%
Final Report – Organization Design Simulation – 20%

PARTICIPATION (10%):
Participation is central to the class beginning with our first session. In the first session we form teams and begin work on team charters. If you absolutely cannot make the first class, please let me know in advance so I can slot you into a team.

Students are expected, and encouraged, to both attend virtual classes and participate. Treat each class as if it is an important meeting you are scheduled to attend and participate in professionally.

Your participation grade will be based on both the quality and frequency of your contributions to class activities and discussion. Students can demonstrate their preparation by integrating the concepts from the readings into in-class contributions. Students can grow their grades by practicing active participation.

Final grades will be counted using the ten best participation grades recorded from throughout the semester. This means every class counts. If you must miss a class for a valid reason, contact me. Valid reasons include work commitments, booked travel, and health reasons.

We will use name tags on Zoom to help me know your names as I assess participation. **If you use two names, please put your name that is on Moodle on your virtual name tag.** You can also put your preferred name on the name tag but please include the name used on Moodle, which is where I assign participation grades.

The best examples of active participation:
- show respect for the opinions of others and build on their comments
- show curiosity and innovative thought, or lead to new areas of discussion
- apply relevant personal knowledge and/or experience to the conceptual material
- incorporate concepts from the reading
- seek to clarify course concepts
- are relevant to the current focus of the class.

Given that this class will be virtual, certainly let me know if you are located in a different time zone and cannot attend our class at the time it is hosted. If you are in this situation, or a comparably inhibiting situation, we will need to develop a substitute for your in-class participation.

WRITTEN ASSIGNMENTS (40%)

Papers will be marked for quality of business writing, formatting, spelling, punctuation, style, clarity, and grammar. Papers should:
- be double-spaced and written in Arial size 12 font
- have margins that are approximately one inch
- apply theory as opposed to repeat theory
  - this is a critical directive because there's no need to restate theory in your reports, rather integrate the theory into the narrative you write
  - for example, don't explain what a defender is, rather tell me why the organization is a defender

For the individual experience paper (worth 20%):

Produce a paper, six to eight pages in length, analyzing an organization that you have been associated with. You can draw upon a work, volunteer, or school experience.

The focus of this assignment will be to apply the theories discussed to better understand your respective organization. Your paper should include a description of the organization (approximately 1/2 page), your connection to/role at the organization (approximately 1/2 page), and your assessment of how the organization fits (or does not fit) with the concepts covered in class. Your report must reference content from at least four chapters of the textbook/class sessions.

For the final report - organization design simulation activity (worth 20%):

Respond to the activity presented in the appendix of the textbook. Your paper can be up to eight pages in length.

TEAM CHARTER AND PRESENTATIONS (35%)
Students will be divided into 8 teams. Each team will be required to produce a team charter as well as two webinars during the term.

Team charter (worth 5%). This assignment is given to your team early on in the semester so your team can chart its course. Team charters include detail such as: what is the team direction, who will do what, how will conflicts be resolved, what values will guide your team, and what expectations team members have for one another. The assignment here is to do some research into team charters, to familiarize yourself with the nature of the document. Then, your team must come together to create a team charter that reflects your objectives. You can be as creative and expressive as you want in your team charter. You could, for instance, design a team logo (not required, just one possibility). You could produce your charter in Word, as a PDF, on a PowerPoint slide, or with some other tool.

Charters will be graded for quality of the content in terms of spelling and grammar – edit your product before submitting it. Charters will also be graded based on level of detail. Avoid overly general statements such as "we will communicate well" and provide detail such as "we will connect on WhatsApp three weeks before our chapter presentation is due to create a plan for developing and rehearsing the presentation." Charters will also be graded based on clarity - does the charter clearly communicate the team's approach to the semester. If your team develops terms or symbols that will not be clear to me, feel free to provide me with a brief explanation of what is going on in the charter so I understand your approach.

The chapter presentation/webinar (worth 20%) will involve your team presenting an assigned chapter from the textbook to the class. See the course outline to identify which chapter your team is presenting. The goal here is for your team to become subject matter experts on the chapter you are presenting and to inform the class about the chapter's contents. Each team will have up to one hour to present, including interaction with the class, which may take the form of a question and answer session, another activity, or both. Prepare questions for the class to react to, to encourage participation. Acknowledging that one hour is a long time, presentations may be shorter than the allotted time. The time is, however, made available to your team if you want to make use of it to cover a long chapter in detail. For this presentation, you may make use of complementary external materials and virtual tools, such as videos, news articles, polling, or gamification.

The case presentation/webinar (worth 10%) will involve assigned presentation cases, see course outline. Each group will:
- analyze, break down, and discuss a case using course concepts, including the concepts being taught on the day of the presentation
    - integrate theory and the case, analyze a case using the concepts covered in class
    - assume the class has read the case and they are up-to-date on the theory

- where applicable, provide recommendations for the organization that are based on your analysis

Each team will have up to 20 minutes to present as well as 10 minutes for questions and answers. For this presentation, no research is required, or recommended, beyond the case and the textbook. For the question and answer section, to facilitate dialogue, prepare five prompting questions for the class to react to. The class is also encouraged to ask questions they may have about the presentation/case analysis. Virtual tools such as polling or gamification can be applied to this presentation.

Team presentations will be graded based on:
- clarity of content presented
- quality of content presented
- depth of analysis
- alignment among ideas presented
- theory application
- presentation skills, presentation flow
- for the chapter presentation: how effectively you communicate the theory
- for the chapter presentation: how thoroughly you communicate the theory in the chapter

NOTES FOR TEAMS
- Professionalism and leadership are key to effective teaming, practice these skills in your teams.
- I do not do a systematic peer evaluation, however, I accept peer evaluations via e-mail, if needed. If someone on your team is not contributing, not being professional, or being problematic, you can indicate this to me and I will reflect their behaviour in their grade and communicate with them. I recommend contacting me as a last resort after you have tried other ways to engage a team mate. Ideally, we do not have to use this approach with any of our teams this semester.

MID-TERM EXAM (15%)
The mid-term exam will take place through Moodle, during class time, on June 18th.

REGARDING DEFERRED STANDING:
Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at http://myacademicrecord.students.yorku.ca/deferred-standing

As communicated to the University community on March 13, 2020, Senate Executive has agreed **to waive until further notice the requirement for students to submit an Attending Physician's Statement in support of a request for deferred standing or petitions**
In order to apply for deferred standing, students must register at http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf

COURSE REQUIREMENTS FOR REMOTE LEARNING:

Several platforms will be used in this course (e.g., Moodle, Canvas, Zoom, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. Technology requirements and FAQs for Moodle can be found here - http://www.yorku.ca/moodle/students/faq/index.html"

This course requires the use of online proctoring for examinations. The instructor may use an online proctoring service to deliver the exam(s), which would be administered through the Learning Management System (e.g. Moodle, Canvas, etc.). Students are required to have access to minimum technology requirements to complete examinations. If an online proctoring service is used, students will need to become familiar with it at least five days before exam(s). For technology requirements, Frequently Asked Questions (FAQs) and details about the online proctoring service visit – [link to be added]. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

COURSE SCHEDULE

Class	Date	Class Content
1	May 14	• Chapter 1 – Introduction to Organization Design • Team formation
2	May 21	• Chapter 2 – Key Concepts and the Organization Design Process
3	May 28	• Team charter due by 3:30pm on Moodle • Chapter 3 – Strategy – *presented by team 1* • Case: Southwest Airlines (Ivey, # A09130008) – *presented by team 7* • Discussion – the importance of interorganizational relationships
4	June 4	• Chapter 4 – Structure – *presented by team 2* • Case: Organizational Design at iQmetrix: The Holacracy Decision (Ivey, # 9B17C045) – *presented by team 8* • Discussion - conflict, power, and politics
5	June 11	• Chapter 5 – Processes and Lateral Capability – *presented by team 3* • Case: W.L. Gore – Culture of Innovation (Ivey, # BAB698) – *presented by team 6* • TED: Linda Hill - How to manage for collective creativity
6	June 18	• Mid-term Exam
	June 25	• Reading Week, no class
7	July 2	• Chapter 6 – People – *presented by team 4* • Case: Robin Ash and Printzhof Press (Ivey, # 913554) – *presented by team 1* • TED: Dan Ariely – What makes us feel good about our work?
8	July 9	• Chapter 7 – Rewards – *presented by team 5* • Case: Barber Cardiosystems (Ivey, # 919505) – *presented by team 2* • RSA Animate - Drive: The surprising truth about what motivates us
9	July 16	• Chapter 8 – Reorganizing, Managing Change, and Transitions – *presented by team 6* • Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268) – *presented by team 3* • Personal experience paper due by 3:30pm on Moodle
10	July 23	• Chapter 9 – Agility – *presented by team 7* • Case: Australia And New Zealand Banking Group: The Agile Transformation (Ivey, # 9B20M006) – *presented by team 4* • TED: Jim Hemerling: "5 Ways to Lead in an Era of Constant Change"
11	July 30	• Online course evaluations • Chapter 10 – Future Directions of Organization Design – *presented by team 8* • Case: Volkswagen Strategy 2025: Shifting Gears in Disruptive Times (Ivey, # 9B19M047) – *presented by team 5* • TED: Rocio Lorenzo: "How Diversity Makes Teams More Innovative."
12	August 6	• Final report - organization design simulation activity – due by 7pm on Moodle