

YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies
School of Administrative Studies

ADMS 4010: Organization and Administrative Theory
Section M
Winter 2021

Course Outline

COURSE DIRECTOR

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

COURSE TIME AND LOCATION

Tuesday 4:00pm EST - 7:00pm EST
Virtual meetings through Zoom, links to Zoom classes to be available via e-Class

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 communicate about, 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 learn administrative techniques for managing an organization.
- To practice presenting virtually and to improve your virtual presentation style.
- To grow experience working in virtual teams.
- To prepare polished reports that communicate clearly, directly, and intelligently.
- 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%

Case Quizzes – 10%

Individual Experience Report – 15%

Teamwork: Team Charter and Team Presentations – 35%

Exam/Final Report – Organization Design Simulation – 30%

PARTICIPATION (10%):

Beginning with our first session, participation is central to this course. 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 all participation grades recorded throughout the semester. This means every class counts. If you must miss a class for a valid reason, contact me. Valid reasons include, but are not limited to, work commitments, booked travel, family commitments, and health reasons.

We will use virtual 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 e-Class 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.

At times, I may interrupt class discussion to ask who spoke, if I cannot see them on Zoom, to ensure those who contribute are rewarded with participation grades.

The best examples of active participation:

- are relevant to the current focus of the class
- show respect for the opinions of others and build on their comments
- show curiosity and creativity, 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.

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.

CASE QUIZZES (10%)

Case quizzes will be held in the first 15 minutes of class. A quiz will ask approximately 10 questions about the case we will be discussing that day. At the end of the semester, quiz grades will be averaged to calculate your final score in this section.

INDIVIDUAL ASSIGNMENTS (45%)

Assignments must:

- be consistently formatted throughout the report
 - for instance, if you spell names of departments with capital letters (i.e., Marketing) do so throughout the paper
 - for instance, if you indent a paragraph, indent all paragraphs.
- 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 example, don't tell me what Porter's five forces is, tell me how your organization experiences the five forces.
- cite any referenced material using Chicago or APA style.
- be double-spaced and written in Arial size 12 font
 - unless you use slides to present a report, in which case you can change up the fonts
 - if you change up fonts on slides, make sure it is easily legible.

For the individual experience report (worth 15%):

Produce a paper, maximum seven pages long, 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 three chapters of the textbook, or three topics from class sessions.

This paper will be graded based on the following weighted areas:

- Application of theory – 40%
- Quality of supporting evidence provided to illustrate theory in your experience – 20%
- Formatting of the assignment – 5%
- Spelling/grammar/punctuation – 15%
- Style/clarity – 15%
- Timely submission – 5%

My marking approach for this assignment will treat each weighted category as a number of points you may lose/retain in that area. For instance, there are 40 points for application of theory. If theory is repeated in place of being applied, points will be deducted from this 40. If theory is incorrectly applied, points will be deducted from this 40. Similarly, an error in spelling/grammar/punctuation will result in points lost from the 15 points available in that category. The reason for this grading approach is to provide transparency when points are deducted and to quantify aspects of the assignment, such as formatting.

For the exam/final report - organization design simulation activity (worth 30%):

Respond to the activity presented in the appendix of the textbook.

You may use slides in place of pages, if you would prefer to prepare your report in that medium. If you use slides, the requirement for double spacing and size 12 Arial font will not apply. In the past, students have taken three approaches to this assignment: a written report, a slide deck, or a recorded video of them speaking to slides. You are free to come up with another approach I have not seen before.

Regarding assignment length – I provide no restrictions on page number or assignment size, however, I do not want longer assignments. Longer assignments do not get better grades than shorter assignments. If there is any relationship, it is that longer assignments are riskier for you since you have more opportunity to make mistakes. I want concise assignments that respond to the project in the textbook. That said, I make the space available to you for you to provide me with as much of a response as you believe is needed to respond to the assignment.

This assignment will be graded based on the following weighted areas:

- Application of theory and the quality of your response to the assignment – 60%
- Formatting of the assignment – 5%
- Spelling/grammar/punctuation – 10%
- Style/clarity – 10%
- Alignment of the ideas presented – 10%
- Timely submission – 5%

My marking approach for this assignment will treat each weighted category as a number of points you may lose/retain in that area. For instance, there are 60 points for application of theory and quality of response to the assignment. If theory is repeated in place of being applied, points will be deducted from this 60. If theory is incorrectly applied, points will be deducted from this 60. If an aspect of the assignment is overlooked, points will be deducted from this 60. If you provide content that does not respond to the assignment, points will be deducted from this 60. Similarly, an error in spelling/grammar/punctuation will result in points lost from the 10 points available in that category. The reason for this grading approach is to provide transparency when points are deducted and to quantify aspects of the assignment such as formatting.

TEAM CHARTER AND TEAM PRESENTATIONS (35%)

Students will be divided into 8 teams. Each team will be required to produce a team charter and facilitate two webinars/presentations 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 and your team. 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. Do not feel any pressure to provide design-heavy charters – I don't expect you to be graphic designers – I am looking for a clearly written document that demonstrates your team is on the same page.

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,

provide me with a brief explanation of what is going on in the charter so I understand your approach. Lastly, charters must make sense. For instance, you don't need to tell me your team will meet weekly throughout the semester unless that frequency of meetings is needed. Make a plan that works for you and is realistic.

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. 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. Please ensure external materials are high-quality and within the scope of the chapter you are covering. Please include page numbers/slide numbers on your submission where possible (this helps me when I provide feedback).

The case presentation/webinar (worth 10%) will involve assigned presentation cases, see course outline. These presentations give us a view to both how theory can be applied to understand business cases and how theory has limitations in application. Each group will:

- analyze, break down, and discuss a case using any relevant course concepts, including the concepts being taught on the day of the presentation
 - integrate theory and the case to demonstrate how the case reflects theory
 - assume the class has read the case and they are up-to-date on the theory
 - there is no need to repeat the case to the class, instead spend time using theory to tell us what is happening in the case
 - there is no need to repeat theory for the class, instead spend time applying theory to explaining the case
 - these two instructions may be confusing – what I am saying is that I want to hear your analysis of the case using theoretical language as well as a firm understanding of the case as opposed to repetition of theory and/or case details – integrate your understanding of theory and your understanding of the case to provide us with your analysis.
- 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. Please include page

numbers/slide numbers on your submission if possible (this helps me when I provide feedback).

Team presentations will be graded based on:

- clarity of content presented
- quality of content presented
- depth of analysis
- alignment among ideas presented
- articulation of theory (chapter presentation)
- application of theory (case presentation)
- 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. These are not skills we can develop overnight, they are skills we must practice. This class is an opportunity for this practice.
- I do not do a systematic peer evaluation, however, I accept peer evaluations via e-mail/Zoom meeting, 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 teammate. Ideally, we do not have to use this approach with any of our teams this semester.

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, PAGE 1/2

Class	Date	Class Content
1	Jan. 12	<u>Introductions and setting the stage:</u> <ul style="list-style-type: none"> • Course overview • Introductions • Chapter 1 – Introduction to Organization Design • Team formation
2	Jan. 19	<u>Key concepts, communication, and ambivalence:</u> <ul style="list-style-type: none"> • Chapter 2 – Key Concepts and the Organization Design Process, pages 23 – 32 • Communication in organizations, the importance of clear writing • Roses and thorns/ambivalence of organizational impact
3	Jan. 26	<u>Team work:</u> <ul style="list-style-type: none"> • Finalize and submit team charters • Team charter due by 7:00pm on e-Class
4	Feb. 2	<u>Organization design process and strategy:</u> <ul style="list-style-type: none"> • Case quiz • Chapter 2, continued – Key Concepts and the Organization Design Process, pages 32 – 56 • Chapter 3 – Strategy – <i>presented by team 1</i> • Case: Southwest Airlines (Ivey, # A09130008) – <i>presented by team 7</i>
5	Feb. 9	<u>Structure and human interactions:</u> <ul style="list-style-type: none"> • Case quiz • Chapter 4 – Structure – <i>presented by team 2</i> • Case: Organizational Design at iQmetrix: The Holacracy Decision (Ivey, # 9B17C045) – <i>presented by team 8</i> • Conflict, power, and politics • Rites
-	Feb. 16	<ul style="list-style-type: none"> • Reading Week, no class
6	Feb. 23	<u>Collective genius:</u> <ul style="list-style-type: none"> • Case quiz • Chapter 5 – Processes and Lateral Capability – <i>presented by team 3</i> • Case: W.L. Gore – Culture of Innovation (Ivey, # BAB698) – <i>presented by team 6</i> • TED: Linda Hill - How to manage for collective creativity
7	Mar. 2	<u>The human component:</u> <ul style="list-style-type: none"> • Case quiz • Chapter 6 – People – <i>presented by team 4</i> • Case: Robin Ash and Printzhof Press (Ivey, # 913554) – <i>presented by team 1</i> • TED: Dan Ariely – What makes us feel good about our work?
8	Mar. 9	<u>Motivating performance:</u> <ul style="list-style-type: none"> • Personal experience paper due by 3:30pm on e-Class • Case quiz • Chapter 7 – Rewards – <i>presented by team 5</i> • Case: Barber Cardiosystems (Ivey, # 919505) – <i>presented by team 2</i> • RSA Animate - Drive: The surprising truth about what motivates us
9	Mar. 16	<u>Collaborating productively with others:</u> <ul style="list-style-type: none"> • Providing and receiving feedback • TED: Rocio Lorenzo: “How Diversity Makes Teams More Innovative.”

COURSE SCHEDULE, PAGE 2/2

Class	Date	Class Content
10	Mar. 23	<u>The only constant:</u> <ul style="list-style-type: none"> • Case quiz • Chapter 8 – Reorganizing, Managing Change, and Transitions – <i>presented by team 6</i> • Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268) – <i>presented by team 3</i> • TED: Jim Hemerling: “5 Ways to Lead in an Era of Constant Change”
11	Mar. 30	<u>Agility to match the chaotic environment:</u> <ul style="list-style-type: none"> • Case quiz • Chapter 9 – Agility – <i>presented by team 7</i> • Case: Australia And New Zealand Banking Group: The Agile Transformation (Ivey, # 9B20M006) – <i>presented by team 4</i> • Inter-organizational relationships
12	Apr. 6	<u>Looking forward:</u> <ul style="list-style-type: none"> • Case quiz • Online course evaluations • Chapter 10 – Future Directions of Organization Design – <i>presented by team 8</i> • Case: Volkswagen Strategy 2025: Shifting Gears in Disruptive Times (Ivey, # 9B19M047) – <i>presented by team 5</i>
-	Apr. 20	<ul style="list-style-type: none"> • Exam/final report - organization design simulation activity – due by noon (12pm) on e-Class