

YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies

School of Administrative Studies

ADMS 4010: Organization and Administrative Theory

Summer 2022

Course Outline

Hello and Welcome!

SECTION INFORMATION

Course Director:	Chris Zhang, Ph.D., MBA, CHRL
Email:	czha329@yorku.ca
Delivery Mode:	In person (classroom TBD)
Time:	Thursdays 4:00pm – 7:00pm (Toronto Time)
Office Hours:	By appointment via email
Course Web site:	eclass.yorku.ca
Start Date:	The week of May 9, 2022

Course Information

Management effectiveness at the organization level is examined with particular emphasis on the impact of both organizational processes and structure on organizational outputs. Methods of instruction include cases, simulations, lectures and group activities.

The concepts and theories we discuss are intended to develop your ability to understand, 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.

Course Goals and Learning Outcomes

1. Identify dynamic organizational processes and the active role management must take to direct and change those processes.
2. Understand the relationships between organizational structures and processes, environment and organizational lifecycles.

3. Compare and contrast the national and global context for organizational design and processes and consider the diverse management skills needed to manage globally.
4. Analyze business cases using a consistent framework and fundamental knowledge of organizations as systems; evaluate and customize case analysis techniques.
5. Demonstrate improvement to oral and written communications through active participation in the classroom, group and individual activities.
6. Identify personal and professional ethics and Codes of Conduct that support effective management.

By the end of the course, students should be better able to:

1. Define and explain key organizational theories from the text and readings and demonstrate their applicability to real-life examples.
2. Analyze a business case with a systematic approach that is tailored to the specifics of the situation; create recommendations and an action plan that follows from the analysis.
3. Participate actively in class discussions; provide and receive constructive feedback; integrate case content and organizational theories while responding to business issues.
4. Clearly communicate, both orally and in writing, analyses of and responses to organizational problems, through individual and group assignments.
5. Locate and access resources (instructor, journals, websites, text, etc.) to address gaps between existing knowledge and the necessary skills required to perform effectively in the course.

COURSE REQUIREMENTS FOR REMOTE LEARNING

- Several platforms will be used in this course (e.g., eClass (moodle), Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Please review the course outline and regular updates to the course website to keep up with the schedule, times of synchronous activities, and meeting of deadlines.
- Timed exams will be used in this course, which will be administered in person.

COMMUNICATION

COURSE ANNOUNCEMENTS: Notices and updates will be posted to the Course Announcements forum on the course website. You will receive an e-mail notice when an announcement is posted (sent to your preferred email on your eClass/Moodle profile).

- a. When responding to an eClass email announcement, please ensure to replace the recipient address with my email (czha329@yorku.ca), or else the message will not be delivered to me.
- b. Please check your spam folder regularly in case it captures any of the announcements made it there.

EMAIL COMMUNICATION: Email is the **BEST** way to communicate. When contacting instructor Chris Zhang via email, please use the prefix ADMS 4010 for the subject line of your message. Also, include in the subject line a brief description of your inquiry. Please remember to identify yourself with your full name and student ID. For example: "ADMS 4010 – question about chapter __ (Your Name, Student ID

123456789). This information would ensure that I know to associate you with the correct course/section and speed up my response to your query.

Course Tools and Learning Materials

- Daft, R. L. & Armstrong, A. (2022). *Organization Theory & Design (4th Canadian Edition)*. Toronto: NELSON Education.
- Additional cases will be assigned. These cases are listed in the course schedule. You can purchase these cases online at <https://www.iveycases.com/>

Assessment	Weighting
In-class participation and contribution/quizzes	10%
Midterm exam	25%
Teamwork –Team-led Sessions	30%
Individual Experience Report	15%
Final Team Report	20%
Total	100%

In – Class Participation and Contribution (10%)

*Students should come to classes prepared to discuss and debate the material in a knowledgeable, critical, and respectful manner. Participation will be assessed during each class. Contribution points will be assigned based on the **number and quality** of class comments you make along with your **participation and performance** in activities, games, and hand-ins. Students may also get contribution credit by volunteering to help with class activities.*

Students who miss class will not be able to accrue any contribution marks. Students who come to class but do not actively engage, and those who come late/leave early will get minimal or zero contribution marks. Students who actively disrupt the class may get negative contribution marks. Furthermore, there are several in-class quizzes randomly throughout the terms. Missing those quizzes will directly affect your participation marks. Appendix 1 provides the rubric that will be used to evaluate class engagement/participation.

Midterm Exam (25%): The midterm exam will be held on **30TH June** in the regular class time. To do well in this midterm exam, you will need to understand and be able to apply the concepts and theories discussed in the course. Students are well-advised to keep up on their reading assignments. There will be 1.5-hour exam with multiple choices.

IER Individual Experience Report (15%)

Produce a succinct paper, maximum **seven** pages long, describing aspects of an organization that you have been associated with. You can draw upon a work, volunteer, or school experience. 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 you observed class concepts at play in your experience. Due on IER: **7th August, before 11:59 pm (Toronto Time) (no extension will be granted)**

Your report must reference content from at least three 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%

TEAM-LED SESSIONS (30%)

The chapter presentation/webinar (10%) will involve your team presenting **THREE** key points/concepts/takeaway from 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 (SMEs) on the chapter you are presenting and to inform the class about the chapter's contents. In addition, focusing those three key points/concepts/takeaways will help students understand the chapter in a more meaningful way. Each team will have **up to 30 minutes to present**, including interaction with the class (20 mins for presentation and 10 minutes for Q&A). Prepare open-ended discussion questions for the class to react to, to encourage participation. 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). When presenting, it is recommended that you articulate key information without reading directly from a script because reading tends to result in less engaging presentations.

The objective of the chapter sharing is to develop students' ability of understanding the course materials as well as the critical thinking. Specifically, it's ideal to address few questions as following

- a. Why your team picked up those three points?
- b. How three points/concept draw your attention?
- c. How those three points/concepts help you learn the materials better?
- d. How those three points/concepts connect to other chapters?
- e. Any challenge your team may encounter while digesting these three points/concepts.

Simply repeating what chapters content will not be sufficient to do well in this part. The rubrics of class sharing is following:

clarity of content presented (15)%
quality of content presented (15%)

depth of analysis (30%)
alignment among ideas presented (10%)
articulation of theory (chapter presentation) (20%)
presentation skills, presentation flow (10%)

Case response and discussion (20%) will involve assigned presentation cases, see course outline. Each group will respond to a case in three ways:

1. What course concepts do you see reflected in the case?
- Assume the class has read the case and they are up-to-date on the theory
 - Integrate theory into how you explain case details as opposed to describing theory or case details

2. What would you do?

- Consider the following questions:

If your team was advising the protagonist of the case, what would you tell them?

What would you do if you were a leader at the focal organization?

- Prepare five open-ended discussion questions to get the class speaking about the case.
- Open-ended questions provide more opportunity for discussion than other types of questions, they usually start with who, what, where, why, when, or how. Open-ended questions will get us talking more than a yes/no, or true/false, question.

Each team will have **up to 50 minutes** for their session. No research is required, or recommended, beyond the case and the textbook. The class is also encouraged to ask questions they may have. Virtual tools such as polling or gamification can be applied to this presentation. Please include slide numbers on your submission (this helps me when I provide feedback). When presenting, it is recommended that you articulate key information without reading directly from a script because reading tends to result in less engaging presentations.

Team presentations will be graded based on:

clarity of content presented (15)%
quality of content presented (15%)
depth of analysis (30%)
alignment among ideas presented (10%)
application of theory (case presentation) (20%)
presentation skills, presentation flow (10%)

- for the chapter presentation: how thoroughly you communicate the theory in the chapter

NOTES ON PROFESSIONALISM AND LEADERSHIP

- 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.
- Please note that it is your group's responsibility to manage the processes and output of your group. Your group must set goals, provide feedback, solve problems, and remove roadblocks. Clarify member expectations early in the term.

Group Case Project (20%): This major group project is designed to have you apply the course material to a real-world organization. The project will be built around cases provided by the instructor and will involve addressing a macro-organizational problem. (See Appendix 2 for the organizations selected for each group). Further instructions and guidelines will be provided early in the semester. **(Due: 10th August, 2022) (no extension will be granted).**

Note to group work: This is a 4th year course. Students are responsible for work collaboratively with each other for achieving optimal group work performance and each team member should contribute to the group work. Instructor will not interfere any group dynamics, such as conflicts. Nevertheless, if group member (s) contribute significantly less to the group work. Peer evaluation process will be triggered and group member's group work may be discounted.

COURSE SCHEDULE

Class	Date	Class content	Note
1	12 th May	Course Introduction and Overview	Chapter 1
2	19 th May	Strategy, Organizational Design and Effectiveness Organizational Structure	Chapter 3 & 4
3	26 th May	<i>Case: Organizational Design at iQmetrix: The Holacracy Decision (Ivey, # 9B17C045)</i> – Led by Chris Zhang The External Environment	Chapter 2 – Presented by Team 1
4	2 nd June	Interorganizational Relationships <i>Case: Australia And New Zealand Banking Group: The Agile Transformation (Ivey, # 9B20M006)</i> – presented by Team 8	Chapter 6 – Presented by Team 2
5	9 th June	Designing Organizations for the International Environment <i>Case: Southwest Airlines (Ivey, # A09130008)</i> – presented by Team 7	Chapter 7 – Presented by Team 3
6	16 th June	Organizational Size, Life Cycle, and Decline <i>Case: LOGINEXT: AN INDIAN START-UP SCALES CHALLENGES IN THE GCC REGION (Ivey, # ISB202)</i> – presented by Team 6 <i>Complementary case: Well-Timed Strategy: Managing the Business Cycle (Ivey, # CMR325)</i>	Chapter 8 – Presented by Team 4
7	23 rd June	Reading Week – No Class	
8	30 th June	Mid-term Exam (Chapter 1-7, and 8)	
9	7 th July	Organizational Culture and Ethical Values <i>Through the Eyes of a Whistle-Blower: How Sherry Hunt Spoke Up About Citibank's Mortgage Fraud (Ivey, # 5-214-256)</i> – presented by Team 4	Chapter 9 – Presented by Team 5

10	14 th July	Innovation and Change <i>Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268) – presented by Team 5</i>	Chapter 11 – by Team 6
11	21 st July	Conflict, Power, and Politics <i>Case: IBM Transforming, 2012-2016: Ginni Rometty Steers Watson (Ivey, # 317046) – presented by Team 3</i>	Chapter 12 – Presented by Team 7
12	28 th July	Decision Making Processes <i>Case: Fedore Cooperative: Effective Conflict Resolution and Decision Making (Ivey, # 9B17C026) – presented by Team 2</i>	Chapter 13 – Presented by Team 8
13	4 th August	<i>Case: Mobileye 2021: Robotaxi and/or Consumer AV? (Ivey, # 721481) – presented by Team 1</i> Final Review	

Appendix 1

Class Engagement/Participation Rubric The class engagement/participation will be evaluated based on weekly classes:

- In-class quizzes (0 -5), which 0 represents missed quizzes and 5 represents attended all quizzes.
- Attends class (0 – 5), which 0 represents missed the classes and 5 represents attended all the classes.
- On time (0-5), which 0 represents late for the classes and 5 represents on time for all the classes.
- Class engagement and participation (0-5), which 0 represents never participate in classes (and 5 presents actively participate (3 or more times) in weekly classes. Engagement and participation include but not limited to raise questions, answer questions proposed by instructor/other students, answer the polling, participate in chat box.

Appendix 3 – Group work

1) Groupon (Group 1,2, and 3)

Groupon is an American global e-commerce marketplace connecting subscribers with local merchants by offering activities, travel, and goods. Group launched in 2008 and by 2010, the company was available in 150 cities in North America and 100 cities in Europe, Asia and South America. By 2015, Groupon was at its peak performance with nearly 48.1 million active customers served in more than 500 cities worldwide. However, Groupon suffered steep decline in business in more recent years. Groupon has recently hired a new CEO on December 1, 2021, to combat these great losses and to hopefully rebound this company.

Primary article: <https://knowledge.wharton.upenn.edu/article/death-daily-deal/>

Secondary article: <https://indicanews.com/2021/12/06/indian-american-kedar-deshpande-to-join-as-groupon-ceo/>

Students are to:

- Analyze Groupon's current culture, structural elements, and environment.
- Determine the culture and structural elements that Groupon needs to execute their new strategy, adapt, and respond to the environment, and successfully interact with partners and other stakeholders.

2) Nokia (Group 4, and 5)

Nokia is a Finnish multinational telecommunications company. Founded in 1865, Nokia started as a single paper mill operation and dabbled in several industries ranging from rubber boots, car tires to toilet paper! Nokia's transition to a primary focus on telecommunications began in the 1990s. Rapid success in the mobile phone sector made Nokia a household mobile phone brand by 1998. Faced with fierce competition in the mobile phone industry, Nokia's popularity dwindled and eventually sold its mobile phone brand to Microsoft in 2014. However, Nokia is determined for a rebound and has re-entered the smartphone market again.

Primary article: <https://www.wired.com/2016/04/hey-nokia-isnt-just-company-used-make-phones/>

Secondary article: <https://knowledge.insead.edu/strategy/who-killed-nokia-nokia-did-4268>

Students are to:

- Review your analysis of Nokia's goals, strategy, culture, structure, and environment, and determine which cultural and structural elements are currently suited to creating a company that can develop new products, and where the company may be missing important elements.
- Then recommend the right mix of cultural and structural elements that will enable Nokia to continue to innovate, and successfully launch new products to ensure the company's longevity.

3) TikTok (Group 6,7 and 8)

TikTok is a video-focused social networking service owned by Chinese company ByteDance, founded in 2017. As of February 2021, TikTok has an estimated 1.1 Billion users worldwide. TikTok's users are growing in numbers exponentially, and they are also spending much more time watching content on TikTok than YouTube users. In the US, ByteDance's app first overtook YouTube in August last year, and as of June 2021 its users watched over 24 hours of content per month, compared with 22 hours and 40 minutes on Google's video platform. In the UK the

difference is even more stark: TikTok overtook YouTube in May last year and users there now reportedly watch almost 26 hours of content a month, compared to less than 16 on YouTube.

Primary article: <https://brandastic.com/blog/what-is-tiktok-and-why-is-it-so-popular/>

Secondary article: <https://www.cnn.com/2021/09/07/entertainment/tiktok-youtube/index.html>

Students are to:

- Analyze the organization's current culture, structural elements and environment.
- Determine the culture and structural elements that TikTok needs as the company adapts to rapid growth, sustains relationships with users and partners, fends off competitors and tries to maintain what has made the brand unique.
- Note that your group is tasked with designing the organization, and not the products.

DEFERRED FINAL EXAMS

- 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>

RELEVANT UNIVERSITY REGULATIONS

ACADEMIC HONESTY & INTEGRITY

Academic Honesty: Students are reminded to maintain standards of academic integrity to the highest extent possible. Common examples of breaches of academic honesty and integrity include cheating, plagiarism, falsification, and aiding and abetting others in such activities. Please familiarize yourself with the meaning of academic integrity at York by completing the interactive on-line Tutorial for students at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Suspected breaches of academic honesty will be investigated and pursued; significant penalties will be applied when a breach has been found to have occurred.

Following these simple rules will help you avoid breaches of academic honesty:

- Complete your work well in advance of the deadline

- Write your entire work yourself (each and every word!) from the ground up
- DO NOT: “consult” others or search online for “ideas”
- DO NOT use tutoring or editing services to prepare your work

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. As per the Policy, “The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty”. Please familiarize yourself with York’s Senate Policy Academic Honesty: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Turnitin: To promote academic integrity in this course, students will normally be required to submit their written work through Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website.

SUPPORT

Getting support when you need it: Following is a selection of resources (academic and non-academic):

- LA&PS Student Resources: <https://going-digital.laps.yorku.ca/student-resources/>
- Learning Skills Services: <http://lss.info.yorku.ca/>
- Learning Commons: <http://learningcommons.yorku.ca/>
- Writing Centre: <http://writing-centre.writ.laps.yorku.ca/>
- ESL Open Learning Centre: <http://eslolc.laps.yorku.ca/>
- Student Accessibility Services: <http://accessibility.students.yorku.ca/>
- Student Counselling & Development: <https://counselling.students.yorku.ca>
- Mental Health and Wellness at York: <http://mhw.info.yorku.ca/>
- Sexual Violence Response & Support: <http://thecentre.yorku.ca/>
- Community Safety: <https://safety.yorku.ca/>
- Office of Student Community Relations: <http://oscr.students.yorku.ca/>
- York International: <https://yorkinternational.yorku.ca/> (see special COVID-19 tab)
- My Online Services: <https://myonlineservices.students.yorku.ca/>

- Manage your Academic Record: <http://myacademicrecord.students.yorku.ca/>
- Additional LA&PS student resources: <http://laps.yorku.ca/student-resources/>

For important sessional dates, please refer to: <http://registrar.yorku.ca/enrol/dates/>

Academic Accommodation for Students with Disabilities: Accommodation and support for students with learning, mental health, physical, sensory, or medical disabilities is guided by the principles laid out in [York's Policy on Academic Accommodation for Students with Disabilities](#):

Students who seek such accommodation for their academic studies must be registered with Student Accessibility Services. This office arranges for academic accommodations and provides support to students with documented disabilities on the Keele Campus. Registered students will receive a Letter of Accommodation (LOA), outlining the nature and recommendation of their accommodation. To register with Student Accessibility Services, visit <https://accessibility.students.yorku.ca>.

Once registered with Student Accessibility Services, students are responsible to arrange for their accommodation in advance and in a timely fashion, based on the accommodations suggested in their letter of accommodation. Accommodations provided shall be consistent with the guidelines established in York's policy, preserving the academic integrity of the curriculum and the academic standards of courses and programs.

- Exams, when relevant: If you are registered with Accessibility Services and are seeking alternate exam accommodation (including extra time on a timed online examination), please inform your Course Director ASAP, but no later than three (3) weeks (21 days) before the scheduled examination date. Please attach your LOA (Letter of Accommodation) to the request. If the accommodation is provided through the Alternate Exam office, please follow the timeline and procedures of that office in a timely fashion (<https://altexams.students.yorku.ca/request-an-alternate-exam>). Any requests to reschedule an alternate exam must be submitted promptly to the Course Director (please do not include picture attachments). In all cases it is the student's responsibility to proactively address a missed or alternate exam situation.

- Other components and aspects, when relevant: Please inform the Course Director of your accommodation letter as soon as possible. Please note that sufficient notice is needed so that

reasonable steps for accommodation can be discussed.

Accommodations provided shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents.

Students seeking religious accommodation should pursue their request in timely fashion. For deadlines and additional information on religious accommodation, please visit:
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>.

Grading Scheme and Feedback Policy: For more information on the Grading Scheme and Feedback Policy, please visit: <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Reappraisals: After course grades have been released, students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Reappraisals of final course grades (including final exams viewing) should be done through the main office of the School of HRM. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.

Services for Mature and Part-time Students: The Atkinson Centre for Mature and Part-time Students (ACMAPS) maintains and strengthens York University's ongoing commitment to welcome and to serve the needs of mature and part-time students. For further information and assistance visit:
<http://acmaps.info.yorku.ca/>