

YORK UNIVERSITY
Faculty of Liberal Arts and Professional Studies
School of Administrative Studies

**AP/ADMS 4010 – Organization and Administrative Theory
Summer 2023**

Course Information

Course Instructor	Dr. Amanda Peticca-Harris
Email	Amanda.peticca-harris@grenoble-em.com
Office Hours & Location	Online, appointment by email
Delivery Format	Blended: Synchronous online sessions Monday & Thursday 8:30-11:30 AM except for in-person delivery on Mon June 12 & Thurs June 19 (session 10 & 11)

Course Description

The course examines in depth the development of administrative thought and organizational theories related to contemporary administrative society. This class takes a high-level view of organizations while also speaking to the influence of individuals within organizations. We consider how organizations are designed and managed to align individual and team effort to organizational goals. We will explore related topics such as strategy, organizational structure, processes, capabilities, rewards, agility, leadership, and change. The relationships between organizations and the environment will also be addressed.

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

Prerequisites: 1) For students in an Honours program, 78 credits including AP/ADMS 2400 3.00, or 2) for other students, a grade of C+ or better in AP/ADMS 2400 3.00.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline or in the course calendar. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites. Should students have any questions about the enrolment policy, please contact the School of Administrative Studies (Room 282, Atkinson Building). Instructors do not handle enrolment related issues. Due to the nature of this course, permission for late enrolment beyond the add without permission date shall not be granted.

Course Learning Objectives

- To understand organization theory and its utility in managing modern organizations
- To learn a range of administrative techniques for directing an organization
- To understand the relationships between organizational structures, processes, environment, and organizational lifecycles
- To experience working in teams to identify organizational problems and develop sound solutions
- To improve the ability of analysing and discussing business cases by drawing on relevant theoretical frameworks and concepts
- To practice 'organizing' by engaging in group activities

Course Requirements for Remote Learning

- The format of the course is **blended**, with most sessions being online (synchronous). There will be two in-person sessions (see the course schedule). It is required that all students attend all sessions. Note that participation is beyond attending class and students are expected to actively take part in class discussions and activities.
- The eClass platform is the central hub where students can find the course materials and announcements.
- Timed exams will be used in this course, which will be administered through the Learning Management System (e.g., eClass/Moodle). Turnitin (or equivalent) will be used. Students are required to have access to minimum technology requirements to complete examinations. Students will be provided with information about the exam setup and will be expected to be familiar with that setup prior to the exam. Students are expected to ensure that they have a stable and reliable internet connection for the duration of the exam. No extensions will be provided for technical issues.
- To meet with the instructor outside of class hours, students should book an appointment by sending an email. Meetings will be remote through Zoom/Teams.

Technical Requirements

A decent electronic device such as a laptop and a stable internet connection is needed to access the eClass frequently. Some students may choose to purchase/rent the electronic version of the textbook.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Student Guide to eLearning at York University](#)

If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Materials

Required

- **Textbook:** Daft, R. L. & Armstrong, A. (2022), *Organization Theory & Design (4th Canadian Edition)*. Toronto: Cengage.
- **Case studies** (see the course schedule): You should purchase these cases online at <https://www.iveycases.com/Default.aspx>

Optional

- Hatch, M.J. (2018): *Organization Theory: Modern, Symbolic and Postmodern (4th Edition)*. Oxford: Oxford University Press
- Clegg, S., Kornberger, M., Pitsis, T. and Mount, M. (2019), *Managing and Organizations: An Introduction to Theory and Practice (5th Edition)*. London: Sage Publications

Course Schedule: Weekly Readings and Activities

Session	Date	Topic	Chapter	Case
1	Monday May 8	Course Introduction and Overview (Organizations and organization Theory)	Chapter 1 & 2 (Amanda)	n/a
2	Thursday May 11	The External Environment, Strategy, Organizational Design and Effectiveness	Chapter 3 - Presented by Team 1	Case: Organizational Design at iQmetrix: The Holacracy Decision (Ivey, # 9B17C045) - presented by Team 8
3	Monday May 15	Fundamentals of Organizational Structure	Chapter 4 – Presented by Team 2	Case: Australia and New Zealand Banking Group: The Agile Transformation (Ivey, # 9B20M006) – presented by Team 7
4	Thursday May 18	Designing Organizations for Social and Environmental Purpose	Chapter 5 – Presented by Team 3	Case: Southwest Airlines (Ivey, # A09130008) – presented by Team 6
5	Monday May 22	Interorganizational Relationships	Chapter 6 – Presented by Team 4	Case: LOGINEXT: An Indian Start-up scales challenges in the GCC Region (Ivey, # ISB202) – presented by Team 5
6	Thursday May 22	Organizational Size, Life Cycle, and Decline ** Individual Report (15%) Due May 22 by 11:59 pm**	Chapter 8 – Presented by Team 5	Case: Shikshaa Public School: Options for Growth (Ivey, # 9B21M045) – presented by Team 4
	May 27- June 2	Reading week- no classes		
7	Monday June 5	Midterm Exam (25%)	(Chapter 1-6, and 8)	

8	Thursday June 8	Organizational Culture and Ethics	Chapter 9 – Presented by Team 6	Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268) – presented by Team 3
9	Monday June 12* In-person Session	Manufacturing and Service Technologies and Digitization	Chapter 10 – Presented by Team 7	Case: IBM Transforming, 2012-2016: Ginni Rometty Steers Watson (Ivey, # 317046) – presented by Team 2
10	Thursday June 15* In-person Session	Innovation and Change	Chapter 11 – Presented by Team 8	Case: Mobileye 2021: Robotaxi and/or Consumer AV? (Ivey, # 721481) – presented by Team 1
11	Monday June 19 *Asynchronous	Conflict, Power, and Politics	Chapter 12 (Amanda)	
12	Thursday June 22	Final Group Presentations ** Team Report submitted June 23 @ 11:59 pm)		

Course Evaluation

Assessment	Due Date	Weight %	Learning Outcome
Individual Experience Report	May 22	15	Application
Midterm	June 5	25	Theory & application
Team-led Sessions	See the course schedule	30	Practice working in a team, organizing & facilitating knowledge sharing
Final Team Report	June 23	20	Theory & application
Participation	Ongoing	10	Enhance learning experience

Individual Experience Report (15%)

Produce a succinct paper, **a maximum of five pages**, 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. Your report must reference content from **at least three class sessions**. Use the Times New Roman (12) font and make the report 1.5 spaced. The due date for submitting this assignment is **May 22 @ 11:59 pm**.

This paper will be marked based on the following weighting:

- Application of theory and inclusion of content from at least 3 sessions (50%)
- Quality of supporting evidence; leveraging your own personal experience to illustrate the theoretical concepts (40%)

- Formatting of the assignment, including style/clarity of relevant and informative headlines, spelling, grammar, and punctuation (20%)

Midterm exam (25%)

The midterm exam will take place online on **June 5** during the regular scheduled class time. To do well in this exam, you will need to understand and be able to apply the concepts and theories discussed in the course. The exam will be based on the textbook and students are responsible for learning all the covered materials regardless of that having been discussed in class or not. The content of the case studies we work on in class will be excluded from this exam, but students will need the skills they have developed in applying theories to cases. The exam will include True/False, matching, multiple-choice and short answer questions, some of which may be scenario-based. Further details about the exam will be provided in class.

Team-led sessions (30%)

Students will be divided into 8 teams (approximately 5 students per team). Each team will be required to facilitate **two sessions** during the term. In this exercise, we will adopt a group learning pedagogical approach. Each team will be assigned one chapter from the textbook and one case study.

- **Chapter Presentation (15%)** The goal here is for each team to become subject matter experts on the chapter they are presenting and to inform the class about the chapter's contents. In addition to delivering a group lecture on the subject, the presenting group must identify and outline **THREE** key points/concepts/takeaway from an assigned chapter. This will lead to a class discussion that follows their seminar in which other students and the instructor will ask questions and talk around the topic. The instructor will then provide a summary/recap and highlight the most important points (if not addressed by the group). Other students should take notes to enhance their learning experience.

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**). All members of the team must actively participate in preparing the presentation materials (e.g., slides, handouts, exercises) as well as the delivery of the seminar. Asking important/challenging questions from the class during the presentation is one of the techniques that help better engaging the audience and is recommended. Also, for this presentation, students may make use of complementary external materials and virtual tools, such as videos, news articles, polling, Kahoot or gamification. Please ensure external materials are of high-quality and within the scope of the chapter you are covering. 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.

- **Case Presentation (15%)** In addition to the chapter presentation, each team will be given a case. All students are required to access the cases from the Ivey website and read it before each class. The assigned group, however, will present their analysis of the case to the class. They will respond to the assigned case in three ways:
 - 1) **What course concepts do you see reflected in the case?** Use theory to explain the case details as opposed to describing theory or case details. Provision of a summary of the case is important, but this task is not about re-rehearsing the case materials. It is rather about extracting the key issues/challenges and drawing on the theoretical concepts to explain them. While telling the class about the story of the case, you must dedicate the lion's share of your presentation to the key challenges and relate them to the theoretical concepts you have learnt.

- 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?*** The recommendations should be sound, doable, and theoretically informed. This means that the suggestion should not come from the air, but there must be a clear alignment between the analysis you have performed and the solution you offer.
- 3) ***Prepare at least 3 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 30 minutes for their session. No research is required beyond the case and the textbook. The class is also encouraged to ask questions they may have. PowerPoint slides and other tools can be used for this presentation. Your PowerPoint slides should be submitted through the eClass after the session. 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 (both chapter and case study) 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)

Final Presentations: 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 based on cases provided by the instructor. In this assignment, students may need to go beyond the case materials and collect some additional data related to the case from other resources such as newspapers, websites, etc. Students are expected to:

- Analyze the organization's current culture, structural elements, and environment.
- Determine the ideal culture and structural elements that the organization needs to implement their new strategy, respond to the environmental stimuli, and successfully interact with partners and other stakeholders.
- Provide recommendations for the future undertaking of the organization.

Further instructions, guidelines, and presentation schedules will be provided early in the semester.

In the last session, groups will present their analysis. This presentation has no marks, and its main purpose is knowledge sharing.

The submitted reports can be up to 20 pages (1.5-spaced, font 12 Times New Roman). The report must have a cover page that includes the name of the case, names, and student numbers of the group members. All reports must be submitted through the eClass portal. The due date for submission is **June 23 @ 11:59 pm**. *The group case analysis report will be evaluated based on the following general guidelines:*

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in case study
Employment of right analytical tools and proper application of models	Insightful and thorough analysis of all the issues, usage of the right theoretical models	Thorough analysis of most of the issues, using theoretical models but without proper application	Superficial analysis of some of the issues in the case, re-rehearsing the case materials	Incomplete analysis of the issues, choosing wrong models
Comments on effective solutions/strategies	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
	engagement with the class.			
Format	Format is appropriate and enhances the understanding of the critical episode in a creative and dramatic manner throughout the case	Format is appropriate and enhances the understanding of the critical episode in dramatic manner for most the case	Format is appropriate and enhances the understanding of the critical episode some of the time	Format is appropriate but seldom enhances the understanding of the critical episode
Visuals	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Response to Queries	Excellent response to comments and discussion with appropriate content supported by theory/research	Good response to questions and discussion with some connection made to theory/research	Satisfactory response to questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research

Participation and professionalism (10%)

Students are asked to turn their camera on during synchronous class meetings. Seeing faces contributes to a lively discussion and increases engagement among the group. If there is a reason that this is not possible for you, please contact the instructor directly to discuss. Students must attend all the sessions and actively participate in both individual and group exercises. They should be prepared to discuss and debate the material in a knowledgeable, critical, and respectful manner. Asking questions and making comments will boost the learning experience. Participation will be assessed during the semester by the instructor. Students who miss classes 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.

Good to know:

Submitting Assignments

All assignments must be submitted through the eClass portal. There will be separate folders/drop boxes for each assignment. Students must bookmark the deadlines and make sure that they submit their work, at least, a few hours earlier to avoid penalties. For the group assignments (e.g., presentation slides, final report), one submission on behalf of the group is enough. **The names of all group members must appear on the cover page and the title of the file should include the group's name.**

Late Work Policy

Due dates are non-negotiable and late assignments will be penalized by 1 grade point per day (i.e., an assignment that would have received a A will be reduced to an A-, then B+ etc. for each day beyond the due date). Missed Tests and Exams. If a student misses the midterm exam for an acceptable reason, the instructor may consider allowing them to take a make-up exam.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities 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. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.