

YORK UNIVERSITY

**Faculty of Liberal Arts and Professional Studies  
School of Administrative Studies**

**Course Information**

Course Instructor	Angel Henchey
Email	<a href="mailto:angelhen@yorku.ca">angelhen@yorku.ca</a>
Office Hours & Location	Online, appointment by email
Classroom (for in-person session)	HNE 036
Delivery Format	<b>Blended:</b> Synchronous online sessions Monday & Thursday 8:30-11:30 AM <b>except for</b> in-person delivery on Mon July 22 <sup>nd</sup> & Thurs July 25 <sup>th</sup> (sessions 6 & 7)

**Course Description**

*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.
- 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](mailto: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 Evaluations

Assessment	Due Date	Weight %	Learning Outcome
Individual Experience Report	July 16 <sup>th</sup>	15	Application
Midterm	July 25 <sup>th</sup>	25	Theory & application
Team-led Sessions	See the course schedule	30	Practice working in a team, organizing & facilitating knowledge sharing
Final Team Report	August 13 <sup>th</sup>	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 **July 16th at 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%)

See eClass for the rubric.

### *Midterm exam (25%)*

The midterm exam will take place **IN-PERSON (room T.B.D.) on July 25th 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 (chapters 1-6 & 8) and students are responsible for learning all the covered materials regardless of whether 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 5-6 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 & articulation of theory (chapter presentation)
- depth of analysis
- alignment among ideas presented
- leading discussion

See eClass for the rubric.

#### *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 will be worth 10% of your group case project.

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 **August 13<sup>th</sup> @ 11:59 pm.**

See eClass for the rubric.

### *Participation (10%)*

Class participation is an essential component of the learning experience and contributes significantly to your overall engagement with the course material. To ensure a meaningful and enriching learning experience for all, the following expectations for participation have been established:

- **Attendance:** Regular attendance is expected for all class sessions. Students who miss class will not be able to accrue any contribution marks. Absences must be communicated in advance by e-mail.
- **Preparation:** Come to class prepared by completing assigned readings.
- **Engagement:** Actively engage in class, including contributing thoughtfully to conversations by sharing insights, asking questions, and offering perspectives that demonstrate your understanding of the material.
- **Respectful Interaction:** Show respect for your classmates, instructor, and diverse perspectives within the classroom, by actively listening and engaging in dialogue with openness and understanding.
- **Professionalism:** Maintain professionalism in all aspects of your participation, including communication, behavior, and interactions with others.

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.

Participation will be assessed during the semester by the instructor. Participation will be graded each session, on a grading scheme of 0 to 5. The final participation grade will be the accumulation of all participation scores over the session.

### **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 an 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.

## Course Schedule: Weekly Readings and Activities

Session	Date	Topic	Chapter	Case
1	Thursday July 4 <sup>th</sup>	Course Introduction and Overview (Organizations and organization Theory)	Chapter 1 & 2 – Presented by Angel	n/a
2	Monday July 8 <sup>th</sup>	The External Environment, Strategy, Organizational Design and Effectiveness	Chapter 3 –Presented by Angel	Case: Organizational Design at iQmetrix: The Holacracy Decision (Ivey, # 9B17C045) - <b>All</b>
3	Thursday July 11 <sup>th</sup>	Fundamentals of Organizational Structure	Chapter 4 – Presented by <b>Team 1</b>	Case: Australia and New Zealand Banking Group: The Agile Transformation (Ivey, # 9B20M006) – presented by <b>Team 4</b>
4	Monday July 15 <sup>th</sup>	Designing Organizations for Social and Environmental Purpose <b>**Individual Report (15%) Due Tuesday, July 16<sup>th</sup> by 11:59 pm</b>	Chapter 5 – Presented by <b>Team 2</b>	Case: Southwest Airlines (Ivey, # A09130008) – presented by <b>Team 6</b>
5	Thursday July 18 <sup>th</sup>	Interorganizational Relationships	Chapter 6 – Presented by <b>Team 3</b>	Case: <i>LOGINEXT: An Indian Start-up scales challenges in the GCC Region</i> (Ivey, # ISB202) – presented by <b>Team 5</b>
6 – IN PERSON	Monday July 22 <sup>nd</sup>	Organizational Size, Life Cycle, and Decline	Chapter 8 – Presented by <b>Angel</b>	Case: <i>Shikshaa Public School: Options for Growth</i> (Ivey, # 9B21M045) – presented by <b>Team 7</b>
7 – IN PERSON	Thursday July 25 <sup>th</sup>	<b>Midterm Exam (25%)</b>	(Chapter 1-6, and 8)	
8	Monday July 28 <sup>th</sup>	Organizational Culture and Ethics	Chapter 9 – Presented by <b>Team 4</b>	Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268) – presented by <b>Team 1</b>

9	Thursday August 1 <sup>st</sup>	Manufacturing and Service Technologies and Digitization	Chapter 10 – Presented by <b>Team 5</b>	Case: IBM Transforming, 2012-2016: Ginni Rometty Steers Watson (Ivey, # 317046) – presented by <b>Team 2</b>
10	Monday August 5 <sup>th</sup>	Innovation and Change	Chapter 11 – Presented by <b>Team 6</b>	Case: Mobileye 2021: Robotaxi and/or Consumer AV? (Ivey, # 721481) – presented by <b>Team 3</b>
11	Thursday August 8 <sup>th</sup>	Conflict, Power, and Politics	Chapter 12 – Presented by <b>Team 7</b>	
12	Monday August 12 <sup>th</sup>	Final Group Presentations <b>** Team Report submitted August 13 @ 11:59 pm)</b>		