

<b><u>Term and Credits:</u></b> Winter 2022                      4 Credit Hours	<b><u>Time and Location:</u></b> Monday and Wednesday 4:00 – 5:50
<b><u>Instructor:</u></b> Bud Bilanich Department of Management Office Location: DCB 467 Office Hours: Tuesday and Thursday 10:00 – 12:00, and by appointment Email: Bud.Bilanich@du.edu	<b><u>Communication Conduct:</u></b> Please feel free to call me Bud. Email is the best way for you to reach me. You can email me at <a href="mailto:Bud.Bilanich@du.edu">Bud.Bilanich@du.edu</a> / <b>Please do not send me email messages via Canvas.</b> I pride myself on being diligent in responding to student emails. I know your time is valuable, and you need and want answers to your questions in a timely manner. I will respond to your emails within 24 hrs or less. If I fail to respond within 24 hours, please send me another email. You won't be bugging me. Sometimes, emails slip through the cracks and I miss them. I will send class level communications via Canvas announcements. I will communicate with individuals through email.

### **COURSE DESCRIPTION:**

An organization is an assembly of people working together to achieve common objectives. Organizations provide a means of using individual strengths to achieve more than can be accomplished by the aggregate efforts of group members working individually. Organizational theory is the study of formal organizations and their relationship with the environment in which they operate. It complements the studies of organizational behavior and human resources.

In this course we will examine major perspectives in organization theory. Besides providing you with a fundamental knowledge base of practical applications of organizational theory, we will explore how organizations function, develop, and modify themselves to reflect the needs of the external as well as the internal environments.

### **PREREQUISITES:**

Prerequisites: C- in MGMT 2100 and admission to Daniels.

### **REQUIRED MATERIALS:**

*Organization Theory and Design, 13<sup>th</sup> Edition*; Richard L Daft; Cengage; isbn 978-0-357-44514-3; available at theDU bookstore

### **COURSE TOPICS/FORMAT:**

#### **Format**

We will cover a lot of concepts at an introductory level. We will use a variety of materials, including activities, cases, readings, group discussion, group projects, and videos to assist you in achieving the Learning Outcomes described below to prepare you to lead and work effectively in organizations.

## **LEARNING OUTCOMES:**

By the end of this course, students will:

1. Possess a working knowledge of basic management and organizational theory concepts.
2. Demonstrate their ability to address challenges of planning, leading, organizing and controlling in a complex organization.
3. Demonstrate their knowledge of different approaches to organizing and the pros and cons of each.
4. Demonstrate their ability to recognize and consider the implications of diversity, equity, and inclusion in managing and leading a complex organization.
5. Demonstrate their ability to recognize and consider the implications of ethics in managing and leading a complex organization.

## **GRADING STRUCTURE, SCALE, AND POLICIES:**

Your grade will be based on individual case analyses, team case analyses, and participation. We will discuss in depth the major deliverables during class. All written assignments will be screened by Turnitin. Plagiarism is an academic integrity violation.

Assignment	% of Course Grade
Individual Case Analyses	50
Team Case Analyses	40
Participation	10
Total	100

### **Grading Scale**

Percentage	Grade	Scale	Percentage	Grade	Scale	Percentage	Grade	Scale
93-100	A	4.0	80-82.9	B-	2.7	67-69.9	D+	1.3
90-92.9	A-	3.7	77-79.9	C+	2.3	63-66.9	D	1.0
87-89.9	B+	3.3	73-76.9	C	2.0	60-62.9	D-	0.7
83-86.9	B	3.0	70-72.9	C-	1.7	<60	F	0.0

## **ASSIGNMENTS:**

**Individual Case Analyses 50%.** There are five of these, each worth a maximum of 10 points. These assignments are designed to help you connect the class materials and key concepts with a real life situation. Case Analyses are due by 9 pm the night before class. I will post questions to be answered for each case on Canvas. Read the assigned case,

answer the questions posed using the ideas presented in the text. I will grade them using a scale of 0 - 10. You will receive 10 points if your analysis demonstrates quality, depth and thoroughness.

**Team Case Analyses. 40%.** Teams will analyze a total of five cases, each worth a maximum of 8 points. Teams will submit either a written case analysis via Canvas or a short presentation in class. I will post questions to be answered for each case on Canvas. Read the assigned case, answer the questions posed using the ideas presented in the text.

**Participation. 10%.** Your participation grade will be based on my evaluation of your professional conduct and participation in class.

Class participation has three important dimensions:

1. Punctuality. Attendance is part of professionalism. You are expected to be on time and attend all sessions, beginning with the very first class session (except when you notify me in advance of a University-approved absence).

2. Preparation. In addition to the physical presence of your body, I expect you to arrive having completed the assigned homework and ready to engage (see class schedule below).

3. Quality of contribution. I expect that you will actively participate in the many learning activities we will undertake. Expect to be called upon during class sessions. This simulates workplace expectations of preparedness and professionalism. See the last page herein for additional information regarding professionalism.

At any time during the course, you are welcome to ask me for my interim assessment of your participation.

## **UNIVERSITY EXPECTATIONS, POLICIES, AND RESOURCES:**

**Students with Disabilities/Medical Issues.** If you qualify for academic accommodations because of a disability or medical issue, please submit a Faculty Letter to me from the DU Disability Services Program (DSP) in a timely manner, so that your needs can be addressed. Accommodations will not be provided retroactively, e.g., following an exam or after the due date of a project. DSP determines eligibility for accommodations based on documented disabilities. DSP is located in Ruffatto Hall, 1999 E. Evans Ave. (303-871-2278). Information is also available online at <http://www.du.edu/disability/dsp>; see the Handbook for Students with Disabilities.

Please let me know if there is anything I can do to help you better access the materials in this course, and I will try to do it if I can. I am here to support your growth and learning.

**University Expectations:** Please review the University Expectations on the Daniels College of Business syllabus webpage (<http://daniels.du.edu/university-expectations/>)

- University of Denver Honor Code
- Policy Concerning Official Communication
- Students with Disabilities
- Policy Concerning Religious Accommodations
- Policy Concerning Emergency Procedures
- Policy Concerning Conflicts of Interest, Including Gifts from Students

## **COURSE EXPECTATIONS, POLICIES AND RESOURCES:**

**Inclusive Climate:** Together we will create a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. Inclusiveness encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom. Everyone is expected to abide by the following ***ground rules for class discussion***:

1. Respect Each Other.
2. De-personalize the Dialogue.
3. Agree to Disagree.

Plus any additional rules proposed by class members and unanimously adopted.

**Technology Policy:** You must bring a smartphone, tablet or laptop to class, because you may need one of these for taking quizzes, polls, and surveys. However, technology use in the classroom is strictly limited to that for educational purposes. Laptops and other computing devices can present obstacles **not only to users' but also to nearby peers' learning**.<sup>1</sup> I reserve the right to ban the use of technology on an individual or class-wide basis if it is detracting from our learning community. Because this course is heavily experiential and discussion-oriented, we need everyone's attention focused on the here and now of this classroom. We have a limited amount of time together and lots to discuss, consider, and explore.

**Syllabus Policy:** This syllabus is subject to change based on the needs of the class, and at the discretion of the instructor.

**See next page for Class Schedule**

## Class Schedule (subject to change)

Any changes to the class schedule will be announced in class and on Canvas.

<b>Session and Date</b>	<b>Topic</b>	<b>Assignments</b>
1) January 3	Course Introduction Review Syllabus Getting to Know One Another	
2) January 5	Organizations and Organization Design	Read Daft Chapter 1 prior to class.
3) January 10	Organizational Purpose and Structure	Read Daft Chapter 2 prior to class. Focus on Miller Machine Parts case. (Individual case 1 pages 86 and 87). Submit case 1 answers prior to class on 1/10.
4) January 12	Organizational Structure Fundamentals	Read Daft Chapter 3 prior to class. Focus on Holtzclaw case (Individual case 2 pages 134 – 137). Submit case 2 answers prior to class on 1/12.
5) January 19	External Environment	Read Daft Chapter 4 prior to class. Focus on the Gap case (Individual case 3 page 154 and 155). Submit case 3 answers prior to class on 1/19
6) January 24	Team Case Analysis 1	Analyze Cisco Systems Case (Page 675 in Daft). Develop a team .PPT presentation answering the Cisco case presented in a class announcement prior to class on 1/26.
7) January 26	Team Presentations on Cisco case Interorganizational Relationships	Read Daft Chapter 5 prior to class. Pay attention to Accelerating Medicines Partnership In Practice on page 198, and LVMH In Practice on page 202 and 203.
8) January 31	Team Case Analysis 2	Analyze Walmart case (Page 633 in Daft). Develop a team paper answering the Walmart case questions presented in a class announcement. Submit prior to class on 2/2.
9) February 2	International Environment	Read Daft Chapter 6 prior to class Pay attention to the Halogen Analytics case (Individual case 4 page 260). Submit case 4 answers prior to class on 2/2.
10) February 7	Corporate Social Responsibility	Read Daft Chapter 7 prior to class. Pay attention to Solo case (Individual case 5 pages 305 and 306). Submit case 5 answers prior to class on 2/7.

11) February 9	Team Case Analysis 3	Read SCG Lampang case (Page 670 in Daft). Develop a team .PPT presentation answering the SCG Lampang case questions presented in a class announcement prior to class on 2/14.
12) February 14	SCG Lampang team case presentations.  Organization Design for Manufactruing and Service and Digital Organizations	Read Daft Chapters 8 and 9 prior to class.
13) February 16	Organization Size, Life Cycle and Decline	Read Daft Chapter 10 prior to class. Read the GE and J&J material split up cases – found in Files.
14) February 21	Team Case Analysis 4	Read ToolTopia case (page 689 in Daft). Develop a team paper answering the ToolTopia case questions presented in a class announcement. Submit prior to class on 2/23.
15) February 23	Organization Culture and Control	Read Daft Chapter 11 prior to class. Pay attention to the Huawei case (pages 453 and 454). Read the Slate article, “How Wells Fargo Became Synonymous with Scandal” article. <a href="https://slate.com/business/2020/11/wells-fargo-scandal-history-karen-attiah.html">https://slate.com/business/2020/11/wells-fargo-scandal-history-karen-attiah.html</a>
16) February 28	Innovation and Change	Read Daft Chapter 12 prior to class. Pay attention to the Fabulous Footwear case (pages 515 – 519).
17) March 2	Team Case Anlysis 5	Read Sometimes a Simple Change... case (page 693 in Daft) prior to class on 3/2. Develop a team .PPT presentation answering the change case questions presented in a class announcement prior to class on 3/7.
18) March 7	Sometimes a Simple Change case team presentations.  Decision Making Processes	Read Daft Chapter 13 prior to class
19) March 9	Conflict, Power and Politics	Read Daft Chapter 14 prior to class. Pay attention to the Burlington Plant case (pages 614 and 615).
20) March 14	Course wrap up	