Course Outline

RSM 464 H1F
Organizational Theory & its Applications
Fall 2017

Thursdays **L0101** 4:00pm - 6:00pm, WO20

Instructor:	Afif George Nassif
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Course Scope and Mission

Organizational theory is an evidence-based approach that allows managers to analyze and design organizations more effectively. Focusing on organizations as social systems, the course emphasizes practical implications in topics that are essential to business success, including strategy implementation, organizational structure and culture, change management, globalization, and the organizational sources of enduring competitive advantage. Enrolment is restricted to 3rd and 4th year Rotman Commerce students.

This course will be **heavy on discussion** and **will require significant student initiative**. Students will be viewed as partners in running this course and will be expected to contribute to the generation of debate. This course will expose you to prominent readings and the works of major researchers and thought leaders in the field. As such, students are expected and urged to put in significant effort into completing readings diligently and thoroughly reflecting on their content and takeaways. As always, in an effort to promote evidence-based management, I encourage you to adopt a mindset whereby you always seek to find the best evidence in an effort to deliver solutions and initiatives that generate organizational effectiveness and efficiency.

Course Prerequisites:
RSM260H1

Course Exclusions:
RSM360H1

Required Readings/Cases

Weekly readings are listed in the schedule below and can be accessed through Blackboard (except where noted).

A coursepack containing all the cases has been created and can be accessed at the link below to purchase the cases.

http://cb.hbsp.harvard.edu/cbmp/access/66479840

Evaluation and Grades
Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Work	Value	Due Date
Participation & Professionalism	15%	Ongoing
Weekly Analysis & Reflection	(7 x 5% each) 35% *Best 7 of 8 will be counted*	Wednesdays @ 4:00 pm *Group(s) submitting a case analysis for that particular week do not have to submit an analysis of the readings*
Team Case	15%	To be assigned in class
Final Exam	35%	During Faculty of Arts & Science Exam Period

COURSE FORMAT AND EXPECTATIONS

First and foremost it is important that all course work submitted and reviewed for your grade be your work, and only your work. You, alone, are responsible for ensuring that your work for the course is completed and submitted. Plagiarism, or self-plagiarism will not be tolerated will be addressed according to university policies stated below.

Participation & Professionalism

Attending class for a participation-based course is pivotal; as such this will be worth 15% of your mark. To earn this 15% in full you will have to do the following:
- Attend class & stay **ALERT** during classes
- Engage in discussion, ask informed/intellectual questions, and share your perspective, thoughts, and comments - Simply attending class is not enough
- Take yourself and others seriously
- Complete the readings – Those have been provided to equip you with content for your discussion in class
- Class interruptions/disruptions and use of media not associated with class will result in grade deductions
- You are upper year students in a commerce program and will be entering the workforce shortly after, as such; maturity, respect, and professionalism are expected.
- As a means of helping you frame your thoughts during the lecture and to voice comments you didn't get a chance to share in class, I will be providing you with a participation card that you will get to make entries in every class. You are expected to make analytical and reflective comments. Only filling the participation card at the end of every class will not be sufficient to secure the full 15%, it is ONLY A TOOL.

Weekly Analysis & Reflection

Each week will be dedicated to a particular topic. Readings have been assigned for each topic and are listed on the last page of this document in the schedule. The selected readings consist of HBR articles written by some of the thought leaders in the field. As such, it is important that you acquaint yourself with the perspectives highlighted in the readings. More importantly, it is critical that you invest time in analyzing the content, reflecting on it, critiquing it, and deriving practical means to work with this new knowledge.

Deliverable: Each week (except for the first 2 weeks), you are expected to submit a one-page (single-spaced, font size: 12, Times New Roman) analysis of and reflection on the assigned readings. Several articles may be assigned each week so I recommend you approach them

holistically and connect the dots between them. Please follow APA guidelines. Please submit an electronic copy of your assignment through Blackboard by **4:00 pm** the day **before** each class (**Wednesdays**).

During the week your team is assigned to analyze and facilitate a case, you will not be expected to submit an analysis of the readings, however you will be expected to be highly knowledgeable of the content. This means that by the end of the semester you will be submitting eight analyses in total.

The best seven of the eight analyses you will be submitting will be counted in your final grade calculation (i.e. dropping your lowest submission). YOU MUST SUBMIT ALL EIGHT THOUGH, NO EXCEPTIONS.

I recommend you adopt the following structure for your one-page analysis:

1. Brief and high-level overview of what the articles address. If you come across any major findings in any of the articles you may want to mention them. (Allocate around 4-5 lines at most to this section)
2. Why is the content of the articles of relevance and of importance? What are some strengths that stood out?
3. Critique the perspectives offered and highlight any weaknesses in the authors' arguments.
4. Based on what you read, how do you plan to use the takeaways in the workplace? Think about some initiatives you may design and offer as a manager on the basis of the readings. Be as tangible and as concrete as possible.

Team Case

In randomly assigned groups of 4 or 5 (will depend on final class enrolment), you will be tasked with conducting an analysis of an assigned case. Each group will be assigned a case corresponding to a particular week. You will be expected to deliver a 2-page analysis (single-spaced, font size: 12, Times New Roman) at the beginning of the class, as well as facilitating a discussion surrounding the case during class. In facilitating the case, you should aim to come up with key discussion questions that will encourage your peers to engage in the discussion. Groups that have not been assigned the case are still expected to come to lecture having read and prepared to discuss the case with their peers.

Your should adopt the following structure in conducting and presenting your case analysis:

1. Problem statement
2. Analysis
3. Alternatives
4. Recommendation
5. Implementation plan

Final Exam
A final exam will be administered, the format of which will be announced in class ahead of time.

For Written Assignments:
Please note that clear, concise, and correct writing will be considered in the evaluation of Individual and Group Assignments. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success

Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work:

The group project requires students to work in teams of 5-6.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, "Working in Teams: Guidelines for Rotman Commerce Students" which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings <u>as soon as they arise </u>(and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's s role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce <u>on the date</u> of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a later report of illness made by the student to a physician.

Late Assignments
The due dates specified in the course outline must be followed and assignment and/or exam submissions made in accordance. Late submissions will normally be penalized by 10% if the assignment is not received at the specified time on the specified date (A 70% will be decreased to a 60% grade). A further penalty of 10% deduction will be applied to each subsequent day to a maximum of SEVEN days, after which point the assignment will no longer be accepted and a grade of 0 will be given.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Regrading:
If there is a problem with the grading of any of the course assignments, submit the assignment in question to the teaching assistant that graded it first. You must provide a **full, written explanation for why you believe the mark to be in error**. *The remarking request must be* **submitted within FIVE working days of receiving the marked assignment.** No exceptions will be made for late submissions. Once the Teaching assistant has reviewed the assignment, if further concerns exist, you may consult with the Professor. During this regrading process it is important to note that your grade may increase or decrease. Once regraded, the final value you will be your mark, regardless of if it is less, greater, or equal to the original mark.

Accessibility Needs
The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or http://www.studentlife.utoronto.ca/as..

Academic Integrity
Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectively, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters
http://www.governingcouncil.utoronto.ca/policies/behaveac.htm outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:
- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.

- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:
- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:
- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters.* If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email
At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit http://help.ic.utoronto.ca/category/3/utmail.html

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page
The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at https://portal.utoronto.ca/ and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at http://www.portalinfo.utoronto.ca/content/information-students and review the Frequently Asked Questions.

Recording Lectures
Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Your Objectives: How Can You Succeed in this Course?

We will do everything possible to create conditions that will allow you to succeed. Ultimately, though, your success depends on your personal effort. To help you succeed, we recommend the following guidelines:

1. **Complete assigned readings AFTER class.** You will be most comfortable when you have completed readings/exercises after the day's lecture; that way, you will have familiarity with the main concepts.

2. **Check on and read EMAILS or WEB ANNOUNCEMENTS.** Vigilantly check for email and postings on the course web site as additional information will be sent to you regarding the class throughout the term.

3. **Write thoughtfully.** You will be happiest with the evaluation of your performance on your writing assignments when your work is grammatically correct, free of spelling errors, logically organized, concise, clear, and creative. Thoughtfully written work is the most persuasive and defensible.

4. **Attend class sessions regularly.** You will get the greatest benefit from this course when you commit to attend every lecture. I aim to design lectures that make your attendance worthwhile and interesting. Lectures are designed to complement and extend the textbook. We will do exercises, discuss cases, and view videos that will demonstrate the "real life" importance of the concepts discussed in the textbook. Some exam questions will cover the exercises, cases, and videos from class.

5. **Participate in class.** An important part of class sessions will be the dialogue between you, your classmates, and your instructor. Questions will be posed in a friendly and non-confrontational manner. Further, we will use these classroom conversations to help you discover new ways of thinking about the material you have studied, rather than as tests of whether you can recite a specific set of facts. As much as possible, I want to create a classroom environment that allows you to actively participate in learning about organizational behaviour. Toward this end, I encourage you to interact both formally and informally with me and with your classmates. In addition to lectures, we will also spend some of our class time working on applied cases, exercises, and demonstrations, analyzing real world issues.

6. **Keep me informed.** I encourage students to visit me for feedback and answering questions about projects and examinations. Please do not hesitate to come to my office hours to discuss any aspect of the course. Also, you are responsible for notifying me immediately about problems or issues. Please do not assume that I know if something is bothering you – tell me.

7. **Writing aids.** The website *Writing at the University of Toronto* at http://www.writing.utoronto.ca/home includes many specific files of advice on academic writing which might be of great value to students. Also, writing workshops are frequently made available at your college.

8. **If English is your second language:** Of particular interest might be the following link to *Online Resources for Students of English as a Second Language*: http://www.writing.utoronto.ca/advice/further-resources/online-esl-resources

Course Schedule:

	Date	Topic	Readings for Class & Activities for the day
1	Sep. 7th		Intro to OT Org. Effectiveness & Org. Stakeholders
2	Sep. 14th	Org. Structure & Systems Theory	*Readings:* 1. *Toward a model of organizations as Interpretation systems -* *Access through Google Scholar – UofT Libraries* 2. *Is Management Finally Ready For the "Systems Approach"?* 3. *Control in an age of empowerment* 4. *The biology of corporate survival*
3	Sep. 21st	Org. Design	*Readings:* 1. *Five Questions Every Leader Should Ask About Organizational Design* 2. *The Next Revolution in Productivity* 3. *Beyond the Holacracy Hype* Case: **Procter & Gamble: Organization 2005 (A)**
4	Sep. 28th	Org. Culture	*Readings:* 1. *We're Thinking About Organizational Culture All Wrong* 2. *Getting Teams with Different Subcultures to Collaborate* 3. *What Is Organizational Culture? And Why Should We Care?* Case: **Bridgewater Associates**
5	Oct. 5th	Org. Change	*Readings:* 1. *Leading Change: Why Transformation Efforts Fail* 2. *Cracking the Code of Change* 3. *Changing an Organization's Culture, Without Resistance or Blame* Case: **Leadership, Culture, and Transition at lululemon**
6	Oct. 12th	Networks	*Readings:* 1. *High-Tech Clusters in the Life Sciences –* *Access through Google Scholar – UofT Libraries*
7	Oct. 19th	Learning & Knowledge Transfer	*Readings:* 1. *How to Build Your Network* 2. *Anxiety of Learning: An Interview with Edgar H. Schein* Case: **McKinsey & Co.: Managing Knowledge and Learning**

8	Oct. 26th	Creativity, Innovation, and Intrapreneurship	*Readings:* 1. *How Pixar Fosters Collective Creativity* 2. *Wicked-Problem Solvers* 3. *How to Build a Culture of Originality* 4. *Even Women Think Men Are More Creative* 5. *Luxury's talent factories* Case: **Intrapreneurship at Alcatel-Lucent**
9	Nov. 2nd	Corporate Governance, Leadership & the Ethical Organization	Readings: 1. *Leading from the Boardroom* 2. *Corporate Governance 2.0* 3. *Where Boards Fall Short* 4. *Managing for the Long Term* Case: **Corporate Governance Failure at Satyam**
10	Nov. 9th	**Fall Break**	
11	Nov. 16th	Artificial Intelligence: Zuckerberg vs. Musk	*Readings:* 1. *The Rise of AI Makes Emotional Intelligence More Important* 2. *How Artificial Intelligence Will Redefine Management* 3. *How Companies Are Already Using AI* Case: **Du Pont's Artificial Intelligence Implementation Strategy**
12	Nov. 23rd	The Sustainable Organization	*Readings:* 1. *Creating Sustainable Performance* 2. *Making Sustainability Profitable* 3. *Capitalism for the Long Term* Case: **Burt's Bees: Balancing Growth and Sustainability**
13	Nov. 30th	Review	