



**Virtual Campus
School of Business**

1. **UNIVERSITY MISSION STATEMENT:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.
2. **COURSE NUMBER & NAME:** MGMT 5305-VC01, Organizational Theory
3. **TERM:** Winter Semester: 12 Nov 2018 - 16 Feb 2019
4. **INSTRUCTOR:** Dr. Ernie Rahn
5. **CONTACT INFORMATION:** Office/Cell phone: (912) 655-5036;
WBU Email: Ernest.Rahn@wayland.wbu.edu
6. **OFFICE HOURS, BUILDING & LOCATION:**
“e”Office Hours: Mon - Fri 8:00 AM - 5:00 PM
7. **COURSE MEETING TIME & LOCATION:**
On-line through Wayland Baptist University Virtual Campus BlackBoard
8. **CATALOG DESCRIPTION:** Organizations as complex systems impacted by environmental forces, and structure and design dimensions required for effectiveness.
9. **PREREQUISITE:** BUAD 5300 (For the M.P.A. MGMT 3304 only).
10. **REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	UPDATED
Organization Theory and Design	Daft	12th	2016	Cengage Learning	978-130562-9943	6/11/13

NOTE: This is an exclusive ISBN # for a loose-leaf version provided by the Cengage representative and available ONLY at our WBU Bookstore.

Wayland Baptist University has partnered with RedShelf to bring Inclusive Access, which is a digital copy of the required textbook available on Blackboard day one of class. The prices are very competitive with the market and in most cases below the standard cost. The price of the textbook will be billed to your student account. To check the price of the textbook please locate your required course material at <https://bookstore.wbu.edu>. Once you access the textbook, it will ask you if you would like to opt-out. If you choose NOT to use this version, you MUST opt-out or you will be charged and refunds are not available

11. OPTIONAL MATERIALS:

Suggested Text:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

APA Website: <http://www.apastyle.org/pubmanual.html>

12. COURSE OUTCOMES AND COMPETENCIES:

- Describe an organization as an open system & hypothesize its application.
- Summarize the difference between a goal and a strategy.
- Identify the forces that influence environmental uncertainty.
- Differentiate between mimetic, coercive, and normative forces.
- Outline Woodward's classification of organizational technologies.
- Illustrate an information system and subsystem design for managerial control, decision-making, and knowledge management.
- Contrast Weber's framework against current organizational control strategies.
- Compare the differences among rites of enhancement, renewal, and integration.
- Discuss the focus in modern organizations on the History of Western Industrialization.
- Develop a methodology for studying organizations.
- Summarize the development of the theory of organizations.
- Summarize how designing the organization to fit strategy and other contingencies can lead to organization effectiveness.
- Compare the five approaches for assessing organization effectiveness.
- Discuss the interface of design components, coupling, and technology.
- Using levels of analysis, explain the systemic relationship between environment, adaptation, and change.
- Differentiate between the stages of organizational life cycle development in relation to growth, development, and decline.
- Compare the different decision-making process models with the contingency framework.
- Rank the impact of globalization on the future of organizations and their design.
- Identify the five structural strategies for grouping organizational activities.
- Describe the symptoms of structural deficiency.
- Explain the institutional view in relation to organizational design and similarity.

13. ATTENDANCE REQUIREMENTS: Online participation outlined below

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the Census Date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. **The Census Date for Winter term is November 17, 2018.** To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the

instructor in the course syllabus, are considered a part of the university's attendance policy (online WBU Academic Catalog, 2018-2019).

14. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Plagiarism Policy: Intellectual integrity and truthfulness are fundamental to scholarship. Scholars, whether they are performing as students or as teachers, are engaged in a search for truth. Plagiarism is a form of cheating and also a form of theft. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased. Carelessness is no excuse. As such, it is a breach of scholarly responsibility, unethical, and in some cases, illegal. Looking at or copying someone else's test, answer sheet, and/or paper are counted as cheating. Plagiarism will result in an "F" in the course.

15. DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

16. COURSE REQUIREMENTS and GRADING CRITERIA:

- a. Discussion Board:** During Weeks 1, 3, 5, 7, and 9, a discussion board prompt will be posted within Discussion Board. Students will respond to the discussion board prompt during the associated week (i.e., Week 1 discussion due by the end of week 1). Additionally, each student will respond to a minimum of two other class member's response posting as well as questions posted to their initial responses before the end of the following week (i.e., responses to week 1 discussions must be complete before the end of week 2). The quality of students' responses within these weekly discussion board sessions will be assessed. The general rubric below will be used to assess weekly responses. **Discussion Board Posts/responses contribute 30% toward your final grade.**

Discussion Board Response Assessment Criteria	Points
<i>Excellent discussion and peer interactions:</i> The student provided a scholarly response that contained critical analysis and thinking, clear connection to topic, cited credible sources, and used proper English conventions. Response to peer showed critical analysis and thinking, contained a respectful dialogue, and contributed to peer's view or position on the weekly topic.	100 - 93
<i>Proficient discussion and peer interactions:</i> The student provided a response that contained some critical analysis and thinking; connection to topic; some citation were used from credible sources and other places within the response citations were missing where required, or sources cited were NOT credible; and response contained few English convention errors. Response to peer showed some critical analysis and thinking, contained a respectful dialogue, and contributed to peer's view or position on the weekly topic.	92-86
<i>Adequate discussion and peer interactions:</i> The student provided a response that contained little critical analysis and thinking; connection to topic; some citation used were NOT from credible sources, and other places within the response citations were missing where required; and response contained several English convention errors. Response to peer showed no critical analysis and thinking, and/or lacked a respectful dialogue, and/or provided some contribution to peer's view or position on the weekly topic.	85-80

<i>Inadequate discussion and peer interactions:</i> The student provided a weekly response within discussion board. The response lack critical analysis and thinking, and/or lacked a connection to the topic, and/or no citations were used to support claims, and/or response contained too many English convention errors. However, the student did provide an adequate response to a peer's discussion board posting. The response was respectful and/or provided some contribution to the peer's view or position on the weekly topic.	79-20
<i>No discussion, only peer interactions:</i> The student failed to provide a weekly response within discussion board. Also, the student did not provide an adequate response to a peer's discussion board posting. The peer response did not show critical analysis and thinking, and/or lacked a respectful dialogue, and/or provided some contribution to peer's view or position on the weekly topic.	20 – 1

- b. Article Summaries:** For weeks 2, 4, 6, 8, and 10 you will be required to find a scholarly/peer-reviewed journal article on specified topics. The expected length is 2 to 3 pages of body in APA style (title page, 2-3 pages of body, and the reference page). In your paper, summarize the main points of the article and explain its relevance to our studies. Close by sharing your thoughts on the main ideas of the article. **Article Summaries contribute 20% toward your final grade.**
- c. Research Paper:** Your final Research Paper should be 10 - 12 pages (excluding the title page and reference pages) and properly formatted according to APA style. **Research Paper contributes 30% toward your final grade.**
- d. Final Exam:** One test will be given at the end of the term. (Questions will be short answer and/or essay questions). **Final Exam contributes 20% toward your final grade.**

Evaluated Area	Percentage
1. Discussion Board Posts and Peer Feedback	30%
2. Article Summaries	20%
3. Research Paper	30%
4. Final Exam	20%

Grading Scale:

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69%
F = below 60% I = for Incomplete W = for Withdrawal

Note: Students are required to demonstrate proficiency in the requirements covered in this Syllabus and in class. Students who are underperforming or who believe they need additional help are to inform the instructor or dean immediately.

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

17. **TENTATIVE SCHEDULE** (Calendar, Topics, Assignments): This course outline serves merely as the anticipated roadmap to be used during this 11 week program. However, due to circumstances and the dynamic nature of this course, there may be some changes in the schedule. During such situations, you will be advised and changes will be discussed and noted accordingly.

Week	Dates	Topic/Activities/Discussions	Readings/Assignments
1	12 Nov 2018 to 18 Nov 2018	Introduction/Class Policies Organizations and Organization Design	Read: Daft, Chapter 1 Discussion Board 1 Initial Post
19 Nov 2018 to 25 Nov 2018 Thanksgiving Break (No Assignments Due)			
2	26 Nov 2018 to 2 Dec 2018	Strategy, Organizational Design, and Effectiveness; Fundamentals of Organization Structure	Read: Daft, Chapter 2 - 3 Discussion Board 1 Peer Response Submit: Article 1 Review
3	3 Dec 2018 to 9 Dec 2018	The External Environment	Read: Daft, Chapter 4 Discussion Board 2 Initial Post
4	10 Dec 2018 to 16 Dec 2018	Interorganizational Relationships; Designing Organizations for the International Environment	Read: Daft, Chapter 5 - 6 Discussion Board 2 Peer Response Submit: Article 2 Review
5	17 Dec 2018 to 23 Dec 2018	Manufacturing and Service Technologies	Read: Daft, Chapter 7 Discussion Board 3 Initial Post
24 Dec 2018 to 6 Jan 2019 Christmas Break (No Assignments Due)			
6	7 Jan 2019 to 13 Jan 2019	Technology for Control, Social Business, and Big Data; Organizational Size, Life Cycle, and Decline	Read: Daft, Chapter 8 - 9 Discussion Board 3 Peer Response Submit: Article 3 Review
7	14 Jan 2019 to 20 Jan 2019	Organizational Culture and Ethical Values	Read: Daft, Chapter 10 Discussion Board 4 Initial Post
8	21 Jan 2019 to 27 Jan 2019	Innovation and Change	Read: Daft, Chapter 11 Discussion Board 4 Peer Response Submit: Article 4 Review
9	28 Jan 2019 to 3 Feb 2019	Decision-Making Processes	Read: Daft, Chapter 12 Discussion Board 5 Initial Post
10	4 Feb 2019 to 10 Feb 2019	Conflict, Power, and Politics	Read: Daft, Chapter 13 Discussion Board 5 Peer Response Submit: Article 5 Review
11	11 Feb 2019 to 16 Feb 2019	Research Papers Due Complete Final Exam	Submit: Research Paper Complete: Final Exam

Note: Changes in the Syllabus: Although this course is expected to follow the syllabus as written, the instructor reserves the right to adjust the syllabus. The instructor will inform the students of all major changes in a reasonable and timely manner.

18. ADDITIONAL INFORMATION

Student Responsibilities: Students are responsible for reading, understanding, and obeying all academic policies appearing in the Wayland Baptist University *Academic Catalog* applicable to their curriculum and/or program of study.

Division of Business Goals: The division of business is committed to producing graduates who have the knowledge and skills to excel in business and its various sub disciplines. We are also committed to instruction in business disciplines invested with the values of Christianity.

Assignment Submission: All assignments will have due dates and late penalties. Failure to submit assignments on time will result in the reduction of your grade by 10 points per 24-hour period following the due date.

Information/Notification: Any directives concerning class will be sent to your Wayland email account. It is imperative that you check the course blackboard information throughout the semester.

Additional Course Requirements: Readings: Assigned readings are to be completed prior to the class session for which they are assigned. Assignments due are submitted via Blackboard, and must be submitted before the next class meeting.

Classroom Courtesy: Exhibit courtesy to everyone in your class by being on time and staying for the entire class time. Turn cell phones off and do not use them during class. Limit classroom discussions to course content.

Format of Course Deliverables: All course assignments must be submitted before the last class meeting. Assignments must be constructed in Times New Roman, 12 pt. font, double spaced, and submitted following APA guidelines using Microsoft Word (Presentations in Microsoft PowerPoint).