

Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT

BSC 407: The Effective Organization

5 Credits

Effective: [Term/Year]

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

An organization's performance is derived from fundamental elements, such as tasks, human resources, structure, systems, culture, behavior, and informal networks. The more congruence there is among these organizational elements, and the more aligned they are with the external environmental realities and the strategy of the firm, the more effective the organization will be in the marketplace. Misalignments among internal and external components indicate a need for change and relevant interventions. This class is designed to cultivate students' understanding of organizational effectiveness by equipping them with knowledge areas and skills that help to assess, analyze, and increase the degree of congruence between a company's internal and external components. Students will learn about a wide range of organizational development methods, tools, and techniques that professionals utilize to improve a company's effectiveness.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Analyze and evaluate a company's effectiveness using a proper organizational diagnostic model or framework.
- Identify key internal and external organizational components that collectively determine a company's overall performance.
- Examine the types of organizational development interventions and identify when and why they are applied.
- Devise and propose proper change strategies to enhance organizational effectiveness.
- Explain the data collection process and select an appropriate data gathering method that aligns with a firm's underlying problems.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Organizational effectiveness and development
- Frameworks for diagnosing organizations
- Foundations of organizational change

- Entry and contracting
- Data collection
- Diagnosis and feedback
- Organizational development interventions
- Sustaining change, evaluating, and ending an engagement
- Global issues in organization development

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructor Determined Assignments and Activities	20%
Mini-Case Studies (2)	40%
Team Paper and Presentation: Analyzing an Organization’s Effectiveness Using the Nadler-Tushman Congruence Model	40%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Instructor Determined Assignments and Activities

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
TOTAL	100%

Mini-Case Studies (2)

The instructor will provide two (2) mini-cases to students throughout the quarter. The cases are designed to encourage students to apply analytical concepts and frameworks to analyze and solve organizational effectiveness scenarios. These concepts and frameworks reside within two primary domains: (1) Organizational change interventions (e.g., individual, team, the whole system, and the organization culture and design) and (2) data collection and analysis. A different case will be utilized each quarter; therefore, requirements for each case will vary depending upon the nature of the scenario of interest. Accordingly, specific instructions and set of requirements (e.g., format, references, and page count) will be included in the description of each case.

Rubric for Mini-Case Study #1:

<i>Components</i>	<i>% of Grade</i>
Requirements	35%
Analysis	30%
Style Including Structure, Flow, Grammar, and Spelling	15%
APA	10%
Application	10%
TOTAL	100%

Rubric for Mini-Case Study #2:

<i>Components</i>	<i>% of Grade</i>
Requirements	40%
Analysis	35%
Style Including Structure, Flow, Grammar, and Spelling	15%
APA	10%
TOTAL	100%

Team Paper and Presentation: Analyzing an Organization's Effectiveness Using the Nadler-Tushman Congruence Model

Students will be divided into teams and as a team they will analyze an organization's effectiveness (of their choice; also, some options may be provided) using the Nadler-Tushman Congruence Model. The following outline must be followed for the paper:

1. A brief summary of the organization.
2. Describe the key input factors that influence the organization:
 - a. The external environment (PESTLE analysis).
 - b. The organization's history (including culture) and the resources it has access to.
3. Identify a key strategy of the organization and determine if this strategy is in line with the organization's external factors (2.a) and resources.
4. Assess and analyze the alignment/congruence among:
 - a. The organization's key components including tasks, the formal organization, the people, and the informal organization. An emphasis should be placed on how these components interact with one another in ways that influence the outputs produced by the organization.
 - b. The organization's key components (tasks, formal and informal organization, and people) and the external factors (PESTLE) and resources, and strategy.
5. Identify the outputs that are being achieved. Are these the desired outputs?
6. Based on your careful assessment and analysis (i.e., the degree of congruence), what recommendations can you make to improve the organization's effectiveness? If your assessment indicates positive alignment, there is always room for improvement; therefore, your recommendations can help to further enhance performance in areas of interest. If your assessment indicates misalignment, then your recommendations should help to enhance alignment among corresponding components.

The paper will be 8-12 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of eight (8) sources referenced and cited. In addition, students will present their key findings and outputs for each of the above steps. This presentation should consist of 15-20 slides (15-20 minutes with Q&A) including a cover page, an agenda slide, and references. This will be a narrated presentation. Online students should record and link their voice to the slides. Students who attend class in person will be required to present their research and analysis live to their peers and the instructor. APA writing conventions should be followed for the presentation.

<i>Components</i>	<i>% of Grade</i>
Identification of Key Components	15%
Assessment and Analysis of Congruence	25%
Recommendations	10%
Writing and Organization	10%
Presentation	15%
Teamwork	15%
APA Style	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Title IX Statement

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of your experience. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

To view CityU'S sexual misconduct policy and for resources, please visit the [Campus Safety and Title IX Page](#) in the my.cityu.edu portal.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.