ORGL3000 - COURSE DESCRIPTION

Contemporary workplaces are complex and continually evolving. To be effective members and leaders you must understand the factors that contribute to organizational complexity. This course provides an overview of classical and emerging perspectives regarding organizational theory, with topics that include organizational culture, structure, and values. In-class and online activities where you explore research and apply theory provide you with the foundational skills needed to diagnose, evaluate, and propose solutions to improve organizational health and effectiveness.

This course is a hybrid course, with on-ground (face-to-face) and online components. What this means is that we will meet in the classroom, only five times over the ten-week quarter. Class meetings are Wednesday evenings from 6:00 to 8:05 p.m. on June 21, July 5, July 19, August 9, and August 23.

During the weeks that there is no class meeting however, you may still, on a voluntary basis, come to the classroom between 6-8:05 p.m. to meet with me for individual assistance, to complete your coursework, or to collaborate with other students taking the course on course related projects.

Your learning is my primary concern in this course, therefore I may modify the course schedule as needed based on the needs of our learning community.

COURSE INFORMATION
Course code : ORGL-3000-01
• Credits: 5
• Location : PAVL: Room 050
• Classroom times : 6:00 p.m. - 8:05 p.m.
  - First session: 06/21/17
  - Last session: (Wednesday) 08/23/17

INSTRUCTOR INFORMATION
• Instructor : Viviane S. Lopuch Ed. D
• Phone : (206) 296-5461
• Email : lopuchv@seattleu.edu
• Office : Law School Annex (LSAX)
• Office hours : 2:00 p.m. – 4:30 p.m. (T&Th)
  (Please email ahead of time to arrange appointments.)

REQUIRED TEXT
While there is NO required textbook, required readings will be made available in Canvas, and through the SU Digital Library at https://www.seattleu.edu/library/. Below is a list of KEY resources. Additional readings as required, will be included in the Canvas Modules.

KEY REQUIRED READINGS


**Note:** In addition to the above listed readings, there will be others assigned. These will be listed in the weekly modules on Canvas.

**LEARNING OBJECTIVES**

On successful completion of this course (i.e. by passing this course), you will be able to:

1. Describe organizations in terms of their organizational, legal and cultural characteristics (vision, mission, culture, resources, ethical praxis, diversity, leadership, stakeholders, etc.).
2. Identify contemporary issues that affect an organization’s internal and external operational environments.
3. Evaluate the health and effectiveness of an organization including internal operations and its impact on the larger community and society.
4. Suggest interventions to solve organizational problems incorporating models and theories learned in this course.

**INSTRUCTIONAL METHODS**

As aligned with principles of adult education and Ignatian pedagogy of Seattle University (SU), this will not be a traditional lecture-based course. Instead, you can expect me to act as the facilitator of your learning process. Education research shows that your learning is greatest when you are actively involved in making sense of new concepts, when you apply your learning to real-life situations in your work and life, and when you use your experiences as a resource for learning in the learning community. Our goal will be to generate deep discussions of concepts and engagement with learning materials and to clarify, supplement, and analyze the materials for workplace application. We will take this approach throughout the course in a hybrid course delivery format, in which you will be attending both asynchronous online (Canvas) and synchronous face-to-face (Classroom in Hunthausen Hall) learning sessions.

Thus, you are expected to

- Actively engage in discussions and classroom activities
- Take a proactive approach to YOUR learning, do not simply rely on receiving information
• bring your goals, experiences, and desires to learn to the learning experience
• Seek ways to creatively connect the learning to your professional experiences
• Work independently, or in a small group and with the entire class (as applicable)
• Respect others’ ideas, allow others to speak, listen without judgement
• Demonstrate flexibility when engaging in asynchronous online work with your team
• Manage your time effectively to meet the assignment deadlines

If you find that you haven’t managed to complete a reading and assignment before class, you will likely find that particular class frustrating, since we will build on and apply the readings/assignments each time (including trouble-shooting the issues you found most perplexing). **Class will not involve regurgitating the content of the readings.** I hope you find this an engaging and enjoyable approach to learning.

**OVERVIEW OF ASSIGNMENTS**

In addition to three basic tasks and activities (Personal Profile, Participation in Classroom Sessions, and Weekly Online Blogs) there are five major assignment types in this course: Reflection Papers, Organizational Reflection Poster, Current Events Paper, Case Study, and a three-part High-Performance Organizations (HPO) Project. Depending on the class size, the Case Study and HPO Project may be a team based activity. Each assignment will help you apply learned knowledge about organizations and practice the skills, and attitudes that needed to be a successful organizational leader.

**TASKS/ASSIGNMENTS FOR GRADING**

<table>
<thead>
<tr>
<th>N.</th>
<th>Tasks/Assignments</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Complete Personal Organizational Profile Survey</td>
<td>06/28/17</td>
<td>10</td>
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<tr>
<td></td>
<td>and Reflection Paper #1</td>
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<tr>
<td>2</td>
<td>Organizational Reflection Poster</td>
<td>07/05/17</td>
<td>10</td>
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<tr>
<td>3</td>
<td>Current Events Paper</td>
<td>08/01/17</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Weekly Understanding Organizations Blogs</td>
<td>Weeks 2-9</td>
<td>16</td>
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<tr>
<td>5</td>
<td>Organizational Case Study</td>
<td>08/09/17</td>
<td>10</td>
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<tr>
<td>6</td>
<td>Final Reflection Paper 2</td>
<td>09/01/17</td>
<td>10</td>
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<td>7</td>
<td>High-Performance Organizations Project</td>
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<td>30</td>
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<td></td>
<td>Project and Progress Checkpoints (student initiated)</td>
<td>During Weeks: 2, 4, 6 and 9</td>
<td>4</td>
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<tr>
<td></td>
<td>Part 1: HPO Project Proposal</td>
<td>07/19/17</td>
<td>5</td>
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### Task/Assignment 1: Workplace Experiences, Personal Profile and Reflection Paper

As a way of building networks and working effectively in professional environments, leaders must assess the strengths and skills (resources) they bring to the workplace. Therefore, regardless of class size, each person will complete surveys that help you to better know your attitudes and inclinations as a professional and person. You will first use the Cornell Work Experiences Data Set to reflect on your own experiences and current state in organizations, then respond to a brief Personal Profile questionnaire. Afterward, you will have material from which to develop, write and submit your first Reflection Paper in this course. See the Assignment Description in Canvas for more details.

### Task/Assignment 2: Reflection Poster

The purpose of the assignment is to increase your awareness of how an organization works and what obstacles might hinder an organization’s optimal function to achieve the best performance of the organization.

Organization choice: In this assignment, you will choose, examine, and reflect on one of your organizations and how it contributes to the community, society, nation, and/or world. You can also select an organization for which you might be interested in working after graduation, an organization to which you are expecting to transfer in the near future, or an organization that is a very significant player in a sector in which you plan to work. The only constraint on your choice is the size of the organization; it should have more than a dozen people. If you choose to analyze a very large organization, pick one department or an office (i.e., some sub-unit of the organization) on which to focus your reflective analysis.

Output: you are required to create a reflective poster that serves as a standalone visual from which others can glean important information about an organization that you wish to analyze and describe. The Reflection Poster should be created in a digital format, using PPT, Prezi, Piktograph or in Weebly. If you choose to use an electronic format such as PowerPoint, make sure that the presentation does not exceed three slides. The poster should serve as a standalone representation of your findings. In other words, it should contain enough visuals that can be comprehended by people even if they do not listen to your verbal presentation. In addition, the print or font size should be large enough to be viewed clearly when students are walking around. Please use bullet points and/or phrases only, not extensive text. The poster should illustrate your perspectives, experiences, and beliefs about as well as the relationships you perceive among the seven components below. I strongly encourage you to read carefully the rubric for this assignment in Canvas.
Seven components you must address:

1. Definition of an organization and how does the select organization match your definition?
2. Description of the organization (vision, mission, value, policy, structure, culture, products, etc.)
3. Your role and responsibility (or desired role and responsibility) in the organization
4. How each function (or sub-units) of the organization work together toward a common goal, vision, and/or mission? Please include an organization chart.
5. Which sector does your organization belong to? Please explain your answer in terms of your organization's relationships with other organizations including those in another two sectors.
6. How does the organization contribute to the community, society, nation, and/or world?
7. From your perspective, what was a major organizational issue that the leadership team needed to address to make the organization more healthy and effective? Why?

Classroom activity: Students will present their posters in class, week 3. If a large class, one-third of the class would set up their posters and answer questions posed by their classmates, while the other two-thirds will walk around viewing each poster and asking questions. This pattern of activity continues until all students present their posters. Then, each student will receive feedback from at least two classmates during the classroom session.

Note: This plan is subject to change depending on the enrollment size of this course.

Grading: The Reflection Poster must be uploaded to the submission link in Canvas by the end of the Poster Fair week.

Task/Assignment 3: Current Events Paper

For this individual assignment, you will identify a substantive news or magazine article (from a reputable source) that describes a current organizational event or issue in such areas as diversity, human resources, leadership, finance, culture, change, policy, etc.

In a four-page paper that is double-spaced on each page (title page and references are not included in page count), you will connect the article’s topic to your experiences, course concepts, and course readings. Please briefly summarize the event or issue, critically analyze it, and provide your suggestions to solve the issue/problem/challenge based on the text and course readings.

The paper should follow APA style. In addition to ideas from the course readings, your written paper should include at least one reference citation that USES information from a scholarly peer-reviewed journal article to add support for your arguments(s). Read carefully the rubric for this assignment in Canvas. Your paper must include the following content:

• In the introductory section, provide (1) the reason that you chose the event, issue, or challenge; (2) the purpose of your paper; and (3) what you are going to discuss to achieve the purpose of your paper.
• Briefly summarize the organizational problems/issues/challenges in the news/magazine article of your choice. Use the management and administration theories (both the rational and natural perspectives on management) as a framework to analyze the
problem/issue/challenge.
• Suggest solutions to the organizational problem/issue/challenge. Incorporate a model or
  process of leading/managing change into the solution.
• Concluding remarks

Examples of Reputable Sources
• Wall Street Journal
• Business Week
• Newsweek
• Bloomberg Business
• Business Insider
• Fortune
• Forbes
• Time
• CNN
• PBS News Hour
• National Public Radio (NPR)
• Major market newspapers (New
  York Times, The Seattle Times, or
  others)

Task/Assignment 4: Weekly Understanding Organizations Blog Posts

The Weekly Blog is a key feature of the course. Students enrolled in this course typically
come from a variety of professional backgrounds, thus, adding to the diversity and scope of
opinions. Although the instructor can be a valuable source of information, class participants will
certainly have different perspectives that will add to the course depth. Your participation and
involvement are critical to the success of the course and will be graded!

There are eight blogs during this course (see the Course Schedule table). You will write
about topics that pique your curiosity or observations about organizations and organizational
life that you wish to share. Please reflect on your work/life experiences and perspectives, and
connect them to the course readings.

Task/Assignment 5: Case Study (Organizational Case)

You will be assigned a case study in Week 2. The purpose of the case study is to help
individuals or teams to integrate the readings and class discussion with the “real-life”
organizational issues. There will be one mandatory case study for this course. It will be your (or
your team’s) responsibility to identify the key issues in the case and to suggest possible actions
to resolve the issues. Also, please address the reason for choosing the actions and possible
unintended consequences or obstacles of the solution. In other words, organize your responses
under four headings: (1) Key Issues, (2) Possible Actions, (3) Reasons for Choosing the Actions,
and (4) Possible Unintended Consequences/Obstacles of Solutions.

Your response to the case is to be written in a narrative format (no bullet format) in a
four-page paper that is double-spaced (title page and references not included in page count).
The paper should follow APA style and reference readings and other course material in support
of the points you are making. Submit your assignment in Canvas to the instructor by the due
date. The case can be found in the Texts and Course Materials page in Canvas.

Note. The case is used with permission granted from the copyright owner (Dr. McLean) to Dr.
Junhee Kim (developer of the ORGL3020 course)
Task / Assignment 6: Final Reflection Paper
What: A 4-5-page final paper that you submit via UPLOAD to this Assignment tab.
Why: To reflect on the course experience and the learning, and to describe in written NARRATIVE form (not bullet points) what you now know after having RE-READ your reflection paper # 1, what you thought about and/or understood about organizations PRIOR to completing this course.
How: You will explain:
• What are you thinking now, about your chosen major and the focus on Organizational Leadership?
• Review the course learning outcomes, Do you feel you have achieved them, if so, how will you demonstrate the knowledge/skills in the workplace? Explain what you know now about organizations, processes, etc.
• How has your thinking about organizations changed? Be specific, provide at least one example, explain.
• How will you apply your learning to development of future plans and experiences?
• What steps will you take to work toward your organizational and management goals as you move on from this course?
• How would you describe the relevance of the course learning to managers and leaders in organizations?
• What would you like to add?
When Due: DUE by Friday September 1, 2017 @ 11:59 p.m.!!!
Mechanics/Formatting: The paper should have no grammatical errors, be logically oriented (easy to follow) and include an introduction, body, AND conclusion. The paper must be properly formatted using 1 inch margins, 12-point font, and a cover page in APA format (I will explain in class 1).

Task/Assignment 7: High-Performance Organizations Project
The purpose of the assignment is for students to demonstrate that they can analyze whether an organization is an ethical High-Performance Organization (HPO) and suggest interventions to solve organizational problems.

Organization choice: As a team, you will choose and analyze one organization that is using or developing a strategic approach to leadership, human resources, diversity, business ethics, and/or cultural change.

Method: To analyze the organization, use interviews and published information such as the organization’s website to complete this assignment. Remember, however, that you are using the website as a source of data for the analysis; do not simply copy material off the website. Your assignment is an analysis, not a data-dump. Each member of the team is required to do at least one interview in the organization (face-to-face, telephone, or email). Include a list of your interview questions and KPIs as appendices in the report. You can make use of annual reports and Internet-based resources but must provide complete citation/bibliographic information in a reference section at the end of the report.
**Output:** You are required to complete a three-part assignment that is comprised of a Project Proposal, Written Report, and Presentation as follows:

1) Part 1 HPO Project Proposal:
   - See the template on the Texts and Course Materials page in Canvas

2) Part 2 HPO Project Written Report:
   - Include all of the nine components described in the next section to the paper, and apply the theories and models in course readings to analysis of the organization. The written report should be ten double-spaced pages excluding the title, reference, and appendices pages. The paper should follow APA style and include at least two reference citations of scholarly peer-reviewed journal articles. See the template on the Texts and Course Materials page in Canvas

3) Part 3 HPO Project Presentation:
   - Each student or team will create a presentation of executive summary. Each will present for 20 minutes during a face-to-face class meeting in the last week of the quarter. You do not need to follow the APA format, but please make sure that all of the citations and references are included in your presentation slides. You may create a video, a PowerPoint, or a Prezi presentation. Other forms are also acceptable. If you want to use PowerPoint, there are many templates/options that SU provides: [https://www.seattleu.edu/marcom/brand/templates/powerpoint-presentations/](https://www.seattleu.edu/marcom/brand/templates/powerpoint-presentations/)
   - If you would like to explore creative tools to present the results of your team project, please refer to the CDLI’s Gadget Finder: [http://cdli.seattleu.edu/gadget-finder.html](http://cdli.seattleu.edu/gadget-finder.html). Prepare the presentation so it can be effectively shared with the class as well as the instructor.

**Nine components your submission must include/address:**

1) A description of the organization (vision, mission, structure, culture, products, etc.) and its business (for-profit)/social (non-for-profit) environment
2) The reason that your team chose the organization
3) Very brief bios of the interviewees
4) What finance, operation, customer satisfaction, and social responsibility results the organization has had in respect to serving its stakeholders.
5) Discuss importance of organizational ethics from multiple perspectives including laws, social justice/responsibility, and performance in the specific context of your organization.
6) Is the organization an ethical HPO? Why or why not? Apply the concepts of organizational ethics, social responsibility, and Key Performance Indicators (see [http://en.wikipedia.org/wiki/Performance_indicator](http://en.wikipedia.org/wiki/Performance_indicator)).
7) Discuss community/societal impacts both of and on your organization by including “network structures” (Lune, 2010, p. 113) of your organization within a larger community and/or society.
8) What aspects of the organization need to be improved? (It is a good idea to focus on leadership, human resources, diversity, business ethics, and/or cultural change in the organization.)

9) If you were a leader in the organization, what intervention would you recommend improving the organizational health and/or performance? Why?

GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100 ≥ A</td>
<td>Superior</td>
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<tr>
<td>93 &gt; A– ≥ 90</td>
<td>83 &gt; B– ≥ 80</td>
</tr>
<tr>
<td>90 &gt; B+ ≥ 87</td>
<td>77 &gt; C ≥ 73 Adequate</td>
</tr>
<tr>
<td>87 &gt; B ≥ 83 Good</td>
<td>73 &gt; C– ≥ 70</td>
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<tr>
<td>70 &gt; D+ ≥ 67</td>
<td>67 &gt; D ≥ 63 Poor</td>
</tr>
<tr>
<td>63 &gt; D– ≥ 60</td>
<td>60 &gt; F Failing</td>
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</table>

SUBMITTING YOUR ASSIGNMENTS

All your assignments (unless specified otherwise) must be submitted to via the submission link in Canvas by the deadlines. If you are unable to do so (for instance, because you are sick), please email me your assignment before the due date so that it is marked as being on time.

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations and references must follow the APA Publication Manual (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. I strongly recommend the use of scholarly peer-reviewed journal articles as the primary source material for most work done in my classes. They typically represent the highest quality work for two reasons: (1) They have been blind reviewed (usually), and (2) They have been revised multiple times based on reviewer and editor comments in order to increase the quality of the document. Please remember that database search engines give you the opportunity to select whether or not you want ‘peer reviewed’ or ‘refereed’ or ‘scholarly’ publications. In this course, always limit your database search to scholarly, peer-reviewed, refereed, and academic publications. You can start your database search here: [http://libguides.seattleu.edu/c.php?g=465485&p=3182648](http://libguides.seattleu.edu/c.php?g=465485&p=3182648)

ASSIGNMENT DEADLINES AND EXTENSIONS

As with any organizational environment, including the workplace, you are expected to be professional, courteous, well organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.
As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within 5 business days. In order to ensure that your workload is manageable, please plan ahead, taking into account both personal and professional obligations to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course. Be sure to allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell. I too will block out times in my own schedule to allow me time to grade your work thoughtfully, and return it to you quickly while the work is still fresh in your minds.

If you are unable to complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor’s note, note from counselor). Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete “I” grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/I-grade-97-03.pdf

STUDENT RESPONSIBILITIES FOR LEARNING

This is a hybrid course, designed to fit adults’ busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge in order to gain new skills, or simply to learn more about a particular subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their own learning, whether on the job, in the classroom, or on course activities outside of class.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. As this is a five-credit class, you can reasonably expect to spend an average of ten hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.
LIBRARY AND LEARNING COMMONS
http://www.seattleu.edu/learningcommons/

Writing Center
The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

Learning Assistance Programs
Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

Research Services
Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA (castillf@seattleu.edu), if you need help brainstorming keywords, using SU databases, finding articles and books, or sorting through the information you find on the internet to do your assignments and research. You can receive help in person, by chat, phone, or email, or by scheduling a consultation.

ACADEMIC INTEGRITY TUTORIAL
https://www.seattleu.edu/academicintegrity/

GENERAL COURSE AND UNIVERSITY POLICIES

Support for Students with Disabilities
If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Classroom (Both Face-To-Face and Online) Norms
It is important in this class, as well as in a training or work setting, to use inclusive language, meaning language that assumes gender equality and the equal importance of all cultural groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate. Regular examples from previous years include that we agree to:

• Start and end on time
• Come to class prepared
• Participate actively in discussion
Show one another courtesy and respect, including when we disagree

**Academic Policies on the Registrar Website**
https://www.seattleu.edu/redhawk-axis/academic-policies/

Be sure that you understand the following university academic policies, posted on the Registrar’s website:
**Academic Integrity Policy**
**Academic Grading Grievance Policy**