

**AMBERTON UNIVERSITY**  
**E-Course SYLLABUS**

**MGT5172.E1 Analysis & Design of Organizations**  
**FALL 2022**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

MGT5172.E1 Analysis & Design of Organizations  
Level: Graduate  
Beginning Date of Session: Saturday, September 10, 2022  
Ending Date of Session: Thursday, November 17, 2022  
**Student access available to the Student Portal:** Saturday, September 10, 2022  
First Class **Online**

*Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.*

**COURSE PREREQUISITES:**

Management principles course or the equivalent.

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Organizational Theory and Design  
Author: Richard L. Daft  
Publisher: Cengage Publishing Company  
Year Published: 2016  
Edition: 12th  
ISBN: 10: 1285866347 or 13: 9781285866345(hardback), 9780357694510 (e-book)  
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

**APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please

consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

**COURSE COMPETENCIES:**

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents various theories of organizational designs in a behavioral approach to organizational effectiveness. Topics include diagrammatic representations of systems, organizational typology, expectancy theory of motivation, and the causal-effect relationships that exist within the organization.

**CAVEAT: No graduate credit will be awarded if MGT3172 has been successfully completed.**

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

1. Synthesizing the implications of “theory” for organizational design.
2. Evaluating leading organizational theories in terms of basic tenets and implications for organizational structure and processes.
3. Formulating an organizational design model.
4. Designing a diagrammatic representation of a systems approach to organizational design.
5. Assessing the relationship between various organizational designs and the selection of information processing systems.
6. Investigating the similarities and differences among goals at various levels of the organization.
7. Executing a strategy for managing interdepartmental goal conflict.
8. Reviewing the processes of integrating individual and organizational goals for exchange, socialization, process, and accommodation.
9. Ascertaining the future merit of MBO programs as a methodology for structuring work and measuring performance.
10. Defining and reconciling the types and critical dimensions of contemporary organizational environments, including the effects of joint ventures, mergers, and acquisitions.
11. Planning organizational strategies for managing boundary personnel.
12. Classifying organizational typology and specifying ways in which it affects organizational effectiveness and climate.
13. Investigating the causal-effect relationships that exist between values of organizational members and the organizational structure and technology.
14. Extracting the basic premises of the expectancy theory of motivation and elaborating upon related implications for management.
15. Selecting the general questions to be asked by management in structuring specific job/work assignments.
16. Separating the strengths and weaknesses of the major approaches of control within contemporary organizations.
17. Investigating the dimensions of the organizational structure and integrating their interrelationships as they relate to overall effectiveness.

**COURSE POLICIES:**

Students must comply with the calendar on turning in assignments. It is imperative that students adhere to these deadlines. **Students not complying with the deadlines (assignments other than quizzes) will be penalized 15 points per assignment, per day. Students are not allowed to submit an assignment that over two days late. For those assignments, the student will receive a zero. No Exceptions!** Regarding quizzes, students will not be able to make-up missed quizzes, therefore, it is important to make arrangements to take the quizzes on the scheduled dates in class.

All deadlines are Central Standard Time (EST). Students will not be penalized for submitting assignments early. Students may also submit assignments before they have received a previous submitted assignment.

All times for deadlines are in Central Time Zone. All assignments must be submitted by **Monday, November 14, 2022, 6 PM CST**. Please remember the late penalty applies. **If all assignments are not received by Monday, November 14, 2022, 6 PM CST., the student will receive a 0 (zero) for the/those missing assignment(s). No exceptions.**

**Please notice the days and dates for each assignment. There are different dates for different assignments**

### ***Student's Responsibilities***

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

### ***Attendance Policy:***

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

### ***Plagiarism Policy***

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in **COURSE OUTLINE AND CALENDAR:**

### **Discussion Board Questions**

There will be two discussion board questions that requires the student’s participation. The due date for completing the discussion board is as follows:

The student will respond to the question from the professor in a 250 words minimum post. The student will use at least one outside source when responding to the discussion question from the professor. The student must show in-text citations, and references at the bottom of their post. The student will also respond to at least two of their colleagues on this discussion board. Quality of work, coverage of the subject, proper punctuation, and APA is also the focus on this grading assignment.

### **Article:**

**Please note: A template is required for this assignment. Please see Course Documents.** The student will select **any article** that relates to **organization design** and provide a critique on that. Amberton’s online resources will be a valuable source in finding articles. Any article identified on the

AU online library is an acceptable article. It is imperative that the student exhibit analytical and critical thinking in this review. The student will also be required to **use two outside sources** when critiquing the article. An outside source is an additional source other than the article. The sources will be used to validate statements used during the critique. Please show your outside source(s) within your text as an in-text citation and also at the end of the paper under references (See APA). It is imperative that the paper be written in APA format. If the paper is not written in APA format, there will be a ten point penalty for not complying. There will be a cover page, the article review, and a reference page. Please submit the articles in accordance with the calendar schedule. Articles sources that might be of help are the Wall Street Journal, Academy of Management Journal, Academy of Management Review, Harvard Business Review, and Management Review. **Do not use word for word or direct quotes.**

### **Exams/Quizzes**

The exams will consist of 35 to 40 multiple choices and/or true/false questions.

It is imperative, and the student’s responsible, to make arrangements to take these exams on the stated dates. **Any quiz not taken by the student will result in a zero. There is/are no makeup(s) or re-take(s).**

### **Case Study**

The student will be involved in a case study analysis. Integrative Case 8.0 Costco on page 605 of your text. The student will thoroughly assess the case and question the questions. Please use at least one outside source when answering each of these questions. An outside source is another source other than your text. The student will draw from your knowledge that they have already obtain in this course. It is very important to be thorough in your analysis. I am not requiring that you write at least X number of pages, but rather that you are

thorough in your analysis. Also, I am interested in the correct answers, but I am also equally interested in how you got the answer. Please validate and support your comments.

There is not a page number requirement, but it is expected that the paper will be thoroughly examined. The paper will consist of at least four outside sources (at least one for each question answered), in-text citations, and include cover sheet and reference page. Please remember to adhere to APA format. A penalty will apply for failure to adhere to APA format.

Keep in mind that while reading the case study, you need a good understanding of the overall situation, critical issues, core competencies, problems, internal and external environments, etc. Assess the organization with these factors in mind before addressing the questions. Please write and number the questions before answering. Do not use word for word or direct quotes

## Research

### **PowerPoint Presentation**

Students will be required to conduct research on their organization or an organization they have worked for in the past. The student will 1) conduct a SWOT analysis on their current organization or an organization they have worked for in the past, and identify at least eight strengths, eight weaknesses, eight opportunities, and eight threat, and 2) using Miles Typology, identify one of the four strategies that best describe the organization. It is imperative to not only identify the SWOT components but provide a clear explanation on how they are strengths, weaknesses, opportunities, and threats. Equally important, when identifying the typology, it is important that you are thorough in describing how the organization exhibits this typology. Use examples that the company has done that demonstrates this type of typology.

**Note:** In this power point research presentation, please include at least four outside sources. An outside source is another source other than your text. In the presentation, identify key points on the slides, and then use the note section of the slide for an in-depth explanation. Please adhere to APA format when documenting an outside source in the note section of the slide. The first slide will be your name and name of the organization, and then the student will go into their presentation. The last slide will be the references use in the research. I am not requiring a minimum number of slides; I am requesting that you are thorough in your assessment. The students will be graded on two aspects: the power point over your research and the presentation.

**On all assignments, do not use word for word from any source or direct quotes**

**PLEASE NOTE:** For the Article, Discussion Boards, Case Studies, and PowerPoint Presentation, please use the AU virtual or physical library. The AU library has incredible amounts of information that align with not only your assignments, but the course. In just a few minutes, the personnel can walk you through how to effectively and efficiency research your topics.

**TURN IT IN – For Introduction, Discussion Board Question, Essays Questions, and Article, Turnitin (turn it in) is used. This program benefits the student in helping the student with their writing and helping to avoid plagiarism. Upon the submission of these assignments, you must accept the EULA report. Please make sure that these assignments have less than 15% similarity report.**

### **Article Template**

Please show the subtopics and then provide your assessment

### **Framework**

Provide a general overview or background for the article.

### **Explanation of the Issues**

Explain the major issues of the article

### **Evidence**

Identify pertinent information in investigating a point of view or conclusion

**Influence of Context and Assumptions** What are the assumptions being made?

### **Student's Position**

What is your hypothesis or thesis of the article?

### **Conclusions and Related Outcomes**

Based on the above criteria, what is your conclusion (implications and consequences?)


### **Reference**

Doe, John (2010), Evaluating the importance of comparative advantage. Wall Street Journal, 22,  
2010....etc.

**Regarding the assignments, please FOCUS ON THE DUE DATES AS OPPOSED TO THE WEEKS Although the weeks are important to keep track of, please focus on the due dates for assignment. This will eliminate confusion.**

Week	Topic	Assignment	Competencies Covered	Due Date
1	Organizations and Organization Design, and Strategy, Organization Design, and Effectiveness	Competencies 1, 2, 5, 17	Chapters 1 and 2  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	<b>Please introduce yourself</b>
2	Fundamentals of Organization Structure and The External Environment	Competencies 3, 4,9, 15 - 17	Chapter 3 and 4  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	<b>Discussion Board One Due Saturday, September 17 at 6 PM CST</b>
3	Interorganizational Relationships and Design Organizations for the International Environment.	Competencies 5, 8, 10, 11, 13	Chapter 5 and 6  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	<b>Article is Due on Saturday, September 24, 6 PM CST</b>

4	Technology for Control, Social Business, and Big Data	Competencies 6, 7, 12	Chapter 8  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	
5	Quiz over Chapters 1 – 6, 8	Competencies 1 - 17	Chapter 1 – 6, 8  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	<b>Quiz One over Chapters 1 – 6, 8 To open on Thursday, October 6 and closes Saturday, October 8, at 6 PM</b>
6	Organization Size, Life Cycle, and Decline, Organizational Culture and Ethical Values	Competencies 7, 12	Chapters 9 - 10  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	<b>Discussion Board Two – Due Saturday, October 15, 2022, at 6 PM</b>
7	Innovation and Change	Competencies 6,7	Chapter 11  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	<b>Case Study: Integrative Case 8.0 Costco Saturday, October 22 at 6 PM CST</b>
8	Decision-Making Process Conflict, Power, and Politics	Competencies 6, 7, 12	Chapters 12 Chapter 13  Review and utilize the power point slides in completing the study guide assessment in preparation for your quiz	

9	PowerPoint Presentation due	Competencies 1,2,3,4, 5, 6,10, 13, 15, 16, 17,		<b>PowerPoint Presentation due on Saturday, November 5, at 6 PM CST</b>
10	Exam/Quiz taken in class		Exam/Quiz 2	<b>Quiz 2 covering Chapters 9 – 13 Quiz Opens Thursday, November 10 and closes Monday, November 14, 2022, at 6 PM CST</b>  <b>NOTICE THE DATES</b>  

**GRADING CRITERIA:**

Quiz One	15.0%
Quiz Two	15.0%
Discussion Board One	10.0%
Discussion Board Two	10.0%
Article	10.0%
Case Study	20.0%
Research Power Point	<u>20.0%</u>

Total Possible 100.0%

**Graduate**

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

**GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**



A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

### ***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

### ***How To Withdraw from a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

#### 1. Access to the Internet 2.

General knowledge in:

Internet browser settings and configuration e-mail  
and file attachments

Uploading and downloading files

Using a word processing package

#### 3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

### **HOW TO ACCESS YOUR COURSE:**

#### ***Through the Amberton University Student Portal***

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

**Username** = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

\* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789 Username:  
JJonesJr789

**Password** = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: [e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/2796511 or [advisor@Amberton.edu](mailto:advisor@Amberton.edu) for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

### ***Through the Amberton University Moodle Website***

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

### **Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

### **COURSE COMMUNICATIONS:**

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system ([my.Amberton.edu](mailto:my.Amberton.edu)). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for university news, notices, and to communicate with instructors.

The student's assigned email address would be [Username@my.Amberton.edu](mailto:Username@my.Amberton.edu)

Example: [LJones-Smith789@my.Amberton.edu](mailto:LJones-Smith789@my.Amberton.edu)

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith    SSN: 123-45-6789  
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

**Students are responsible for reviewing the “Communication Guidelines” provided on the individual ECourse for specific instructor requirements.**

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

#### **FORMAT AND SUBMISSION OF ASSIGNMENTS:**

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

#### **INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

#### **RESEARCH RESOURCES:**

The library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the library staff. Students with questions about available services, resources, or research, may contact the library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

#### **RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, “How-to” videos, or in person. The library telephone is (9722796511 ext. 136, 137, or 138. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the library in person on the Garland campus for assistance.