

PROGRAM: Exchange Program / Double Degree UCP

COURSE: Organization Structures & Processes

LANGUAGE: English

PROFESSOR: Hélio Arthur Reis Irigaray

WORKLOAD: 30 hours –

REQUIREMENTS: Not applicable

CONTACT: helio.irigaray@fgv.br

OFFICE HOURS: MO/WE – 9 – 11 am – (must be confirmed in advance)

TEACHING PLAN

1. Course Description

Analysis of the multiple ways organizations can be structured, how these structures reflect their strategies and impact on the organizational life. Organizational processes and how they can be mapped and metrified.

2. Scope & objectives

Adults are agents of their own development and responsible for their careers, therefore, this course aims to provide master students with the tools and opportunities to (re)thinking organizations, and means to make them more efficient and effective.

3. Learning outcomes

At the end of this course we expect the students to

- be able to critically and historically analyze organizations: its structures and processes
- understand their responsibility to society in general
- think of organizations from a systemic standpoint

4. Course methodology

- Lectures
- Active-learning
- Case studies

5. Detailed course content

- Making sense of organizations: different perspectives and rationalities
- Structure and design
- The context of organizations: goals, effectiveness, environment, technology
- Organizational size, growth, and life cycles
- Patterns of organizational designs
- Organizational processes
- Design of organizational processes

Dates	Topics	Activities ¹
Class 01	Making Sense of Management: Organization Theory and the Manager – Different paradigms	Lecture and discussion R1 – p. 1 – p.114
Class 02	Organizational structure and processes: strategic responses to institutional pressures or just pop management?	<p>Oliver, C. (1991). Strategic Responses to Institutional Processes. <i>Academy of Management</i>, 1991, Vol. 16. No, 1, pp. 145-179.</p> <p>Greenwood, R.: Roberts, P. (1997). Integrating Transaction Cost and Institutional theories: Toward a constrained-efficiency framework for understanding organizational design adoption. <i>Academy of Management Review</i>, Vol. 22. No. 2. 346-373.</p> <p>Report 1 – 10/15 pages – TNR 12 – single spaced Topic: To what extent is management mostly an American invention? If its knowledge is context-dependent, that is, it sprang from American soil, what is likely to happen when it is exported? So, how has changing, and different, economic and cultural environment shaped management thinking?</p>
Class 03	The Context of Organizations: Goals and Effectiveness	<p>R3 – p. 51 – p. 139</p> <p>Case Study 1 – Fiji Water -10/15 pages – TNR 12 – single spaced Analyze the challenges posed by the global environment on the Organization; its impacts on the organization structure and design. As a top manager, how would you handle this situation. Justify your proposal. Be ready to deliver a presentation if demanded.</p>
Class 04	Organizational Size, Growth, and Life Cycles. The impact of culture on organizations. Organizational culture	<p>R 3 – p.166/188</p> <p>Case Study 2 – Driving innovation at PAR -10/15 pages – TNR 12 – single spaced Write a report, analyzing the case and be ready to deliver a presentation if demanded.</p>

Class 05	Patterns of Strategic Organizational Design	R 3 – p.193/218 Case Study 3 – Ford vs GM: the evolution of mass production - 10/15 pages – TNR 12 – single spaced Write a report, analyzing the case and be ready to deliver a presentation if demanded.
Class 06	Introduction to Process Mapping	Why map a process, relationship maps, cross functional map R2 – chapters 1 to 4 Case Study 4 – Samsung Electronics -10/15 pages – TNR 12 – single spaced Write a report, analyzing the case and be ready to deliver a presentation if demanded
Class 07	Process Mapping	Swimlane Diagram, flowchart, and how to improve a flow. R2 – chapters 5 to 7 Assignment 1: Map a single (and easy) process. Discuss how it is related to the organization's structure. Write a report and be ready to deliver a presentation if demanded
Class 08	The External Control of Organizations	R4 – chapters 1 to 4 Report 2 - 10/15 pages – TNR 12 – single spaced – Write a critical analysis of the first 4 chapters of the book, giving examples.
Class 09	ASSESSMENT	Seminar – Each pair has to make a presentation, as well as turn in a managerial report on a given organization: analyzing its structure and processes, pointing out flaws, proposing a new design and processes. Justify the proposed changes.
Class 10	ASSESSMENT	Exam

BEWARE THAT, SHOULD IT BE NECESSARY, THE ABOVE DATES MAY BE ALTERED

6. Assessment procedures

Exam	– 25%
Seminar / Managerial Report	– 25%
Case Studies	– 25%
Reports	– 20%
Assignment 1	– 5%
In-class participation (Bonus)	– 10%

Note that:

- There is no make-up exam
- All reports must be turned in electronically and physically on the specified date
- The in-class participation grade is defined solely upon the professor's discretion
- The exam is an individual activity
- The reports and case studies are to be done in pairs

7. General guidelines for the graduate program

As a general rule relating to the ethical principles and the code of conduct, which steer its academic environment, EBAPPE sets down the following:

- Autonomy and responsibility correspond to values which, when transformed into action, highlight the importance of EBAPPE's mission of producing and disseminating knowledge of Administration. Consequently, it is the professor's responsibility to conduct roll call at every class, and absences will only be justified if they comply with the applicable legislation (see details in the Student Manual).
- The material must be read – and cases prepared - PRIOR to the class.
- Neither food nor drinks allowed in the classroom
- Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the program department for examination of the facts.¹

Violations of Academic Integrity

Academic misconduct or dishonesty is any action of failure to act that violates the Academic Integrity System. Rules governing academic integrity may relate to, but not limited to, the following concern:

- **Cheating** – the use of unauthorized materials, information, or study aids, written or oral, on in-class or take-home examinations, papers, case studies, or academic exercises.
- **Group versus individual work** – teamwork and collaboration are core values of our community. Within group projects, we expect all individuals to contribute fully to the final joint product.
- **Plagiarism** is the act of passing off as one's own the ideas or writings of another, whether intentional or unintentional. Verbatim text from another source must be

quoted and cited. A paraphrase or summary of another's ideas must be cited where written; it is not sufficient to list the source in references at the end of the paper.

- **False citations and false data** is the attribution of intellectual property to an incorrect or fabricated source. It undermines the integrity of the academic enterprise by severing a chain of ideas that should be traceable.
- **Proprietary information** – information, whether quantitative or qualitative, whether written or oral, that is property of another person or organization, and that is not of public domain, may not be used without the owner's explicit permission.
- **work submitted for multiple purposes** – you may not use your own work, in identical or similar form, for multiple purposes, without the prior approval of the faculty members to whom the work will be submitted.
- **misrepresentation** – you should not provide inaccurate, misleading, or false information regarding your academic experience and/or achievements;
- **assisting violations of others** – it is also a violation of academic integrity to assist another person in the violation of any of the aforementioned rules.

Classroom Etiquette

Timeliness – students are expected to be ready to begin class at the starting time. Late arrival by the students or faculty is unprofessional, and it diminishes everyone's learning opportunity; therefore, do not enter the classroom, after the class has begun.

Leaving class – students should not leave the classroom before the class period ends as it disrupts the class. In exceptional foreseeable cases, students should consult with the instructor before the class begins if he or she may leave early.

Electronic devices – the use of mobile phones, or any hand-held electronic devices in the classroom is not permitted. All electronic devices should be switched off during classes. Neither sending nor receiving e-mails or text messages during class is disrespectful to other students and faculty and erodes the professional environment.

Laptops/IPads may be used to take notes or contribute data to the classroom discussion; however, it can be distracting; thus, refrain from any form of instant messaging or visiting websites not related to the classroom discussion.

Eating and/or drinking during class is not allowed.

Classroom recording – out of respect for the free expression of the class, permission must be granted in advance by the professor and each program participant in order for the classroom to be recorded.

8. REQUIRED READINGS

(R1) Clegg, Stewart; Kornberger, Martin; Pitsis, Tyrone. (2005). *Managing and Organizations: An Introduction to Theory and Practice*. London: Sage.

(R2) Damelio, Robert. *The Basics of Process Mapping*. 2nd. Edition.

(R3) Hodge, B.J.; Anthony, William; Gales, Lawrence. (2003). *Organization Theory: A Strategic Approach*. 6th Edition. Upper Saddle River, NJ: Prentice Hall.

(R4) Pfeffer, Jeffrey; Salancik, Gerald (2001). *The External Control of Organizations: A Resource Dependence Perspective*. Stanford: Stanford Business Books

9. ADDITIONAL READINGS

Daft, Richard. *Organization Theory and Design*. 11th Ed. Mason, OH: Cengage
Hunt, V. (1996). *Process Mapping: How to Reengineer Your Business Processes*.
New York: John Wiley

Pyzdek, T.; Keller, P. (2010). *The Six Sigma Handbook*. 3rd ed. New York: McGraw-Hill.

10. Professor's mini-résumé

Doctor and Master in Management (FGV-EAESP and PUC-Rio, respectively), BA in Economics (University of Northern Iowa, USA). Professor at FGV-EBAPE, Head of International Programs. Adjunct professor of Georgetown University - CIM Master Program. Fellow researcher at CRITEOS – *Centre de Recherche et d'Intervention pour le Travail, l'efficacité organisationnelle et la Santé* (Montreal, Canada). Managerial experience in companies such as ABN, The World Bank, Vale, Chevron, among others.

¹ The professor is free to conduct occasional assessments without prior notice to student(s).

¹ The student is guaranteed the right to a full defense as per the School's internal regulations