**Understanding Complex Organizations**

Contemporary organizations are complex, requiring a multidisciplinary approach to understand them. In understanding complex organizations, we would get help from behavioral science disciplines such as psychology, social psychology and sociology. The course provides a diagnostic framework for understanding and managing complex organizations. The course would cover range of topics including basics of organization, organizational behavior and phenomenon related to complexity within organizations. I would have participatory and learner centric approach in developing course outline, teaching and learning process.

**Learning Objectives:**

* To have understanding of concepts relating to organization, organizational behavior and complexity within organization.
* To increase analytical skills in observing, understanding and leading behavior in organizations as well as understanding complex phenomenon in organizations.

**Teaching Methodology**

* Lectures
* Group discussion
* Topic focused class activities
* Case study
* Micro -Research project
* Guest speaker

**Course Schedule**

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| **Week** | **Topic** |
| **1** | Introduction  |
| **2** | Individual level outcomes in organization (e.g. Job performance, organizational commitment) |
| **3** | Individual mechanism in organization (e.g. Job satisfaction, stress, motivation) |
| **4** | Group mechanism in organization (Teams) |
| **5** | Leadership |
| **6** | Diversity in organization |
| **7** | Organizational culture |
| **8** | **Mid-Term Exams** |
| **9** | Technology, Innovation and organization |
| **10** | Organizational development and change |
| **11** | Chaos Theory in organization |
| **12** | Complexity Theory in organization |
| **13** | Organizational trustworthiness  |
| **14** | Organizational performance  |
| **15** | **Final Term Exam** |

**Course Requirements and Grading**

1. **Research Paper:**

Students are required to write a 10-12pages research paper. Topic of the paper should fall within the contents covered in the class. At the minimum, paper should include at least five research papers from peer –reviewed academic journals. Those students who wish to get a better grade would consider more in-depth study of their topics. This paper will count for 25% of the student’s final grade. Students are encouraged to start working on the paper at their earliest, and consult the Resource Person along the way to make sure that they are on the right track. Research papers should be submitted on 12th week of the course. Further details on the research paper and grading criteria will be shared in the class.

1. **Presentation on given topic:**

Students are required to present on a given topic related to the course. Presentation time is 15 minutes, followed by a question-answer session. Students will be graded based on content, organization, and manner of presentation, as well as their participation in question-answer sessions, both as presenters and audience. This assignment will be worth 15% of the final grade. Presentation would start after 5th week of the semester.

1. **Exams:** There will be two exams in this class, a midterm and a final. These exams will be closed book and conducted in the class room. Exams will be based on assigned readings, class discussions, lectures and any other learning activities done in the class room by the exam date. Midterm exam will be conducted at week 8th and would be of the worth 20% and final exam will be worth 35% of the final grade.
2. **Attendance & Class Participation:** Students are required to come to class regularly. Attendance will be taken in each class. University policy on attendance will be followed. Class participation is also a vital part of this class. Students are required to read the assigned material prior to the class meetings and come prepared to take part in the discussion and learning activities related to that material. Participation includes, but not limited, reading the assigned material for the class, asking questions about the day’s readings, answering questions raised by the instructor, spontaneously responding to the on-going discussion in the class, and taking part in the in-class activities. Overall, combined grade for attendance and participation is 5%of the student’s final grade.

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Research Paper 25%

Presentation 15%

Midterm Exam 20%

Final Term 35%

Attendance & Class Participation 05%

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Total 100%

**COURSE POLICIES:**

**A Note on Academic Honesty:** It must be emphasized that university policies on academic dishonesty will be strictly followed. These policies prohibit acts of cheating, lying and deceit in their diverse forms. Since this class includes research component, students must also be fully aware of plagiarism. Plagiarism involves presenting someone else’s ideas or written work as your own, without giving proper citation and credit to the original source. If you still have any question or confusion about academic dishonesty, please do not hesitate to discuss with the teacher.

**Make-up Exams and Late Assignments:**

There will be no make-up exams, unless there is a valid (documented) reason for not taking the scheduled exams, or prior arrangements have been made with the instructor. As of late assignments, ten per cent of the grade will be deducted for each day an assignment is late. Students will also lose percentage of assignment grades if incomplete assignments are turned i

**Required Reading**

1. Roos, J., & Von Krogh, G. (2016*). Organizational epistemology*. Springer.
2. Colquitt, J., Lepine, J. A., Wesson, M. J., & Gellatly, I. R. (2011). *Organizational behavior: Improving performance and commitment in the workplace.* New York, NY: McGraw-Hill Irwin.
3. Fonseca, J. (2002). *Complexity and innovation in organizations.* Psychology Press.
4. McMillan, E. (2004). *Complexity, organizations and change*. Routledge.
5. Burrell, G., & Morgan, G. (2006*). Sociological paradigms and organizational analysis.*
6. Aldershot, Gower.Stacey, R. D. (2001). *Complex responsive processes in organizations:* Learning and knowledge creation. Psychology Press.
7. Volti, R. (2014). *Society and Technological Change (7th ed.).* New York, NY: Worth Publishers. ISBN-13: 9781429278973.
8. Austin, R. D. (2013). *Measuring and managing performance in organizations.* Addison-Wesley.

Relevant research articles and class activities will be provided in the class