Course: BUS 307
Title: Management of Organizations
Units: 3
Location: Bell Tower 2572, Wed 6-8:50pm
Thousand Oaks Room 6, Thursday 3-5:50pm

I have created an online course that offers the eText at a reduced price:
2. Under Register, click Student.
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In addition to the regular readings assigned in this course, it is highly encouraged to keep abreast of current events in business and economics by reading at least one of the following materials on a regular basis: Wall Street Journal, Business Week, or Fortune.

Instructor: Alan Jaeger, BSME, MBA
Telephone Number: (657) 229-5776; email: Alan.Jaeger@csuci.edu
Office Hours: Wednesday, 5:00 – 6:00pm or by appointment. Sage Hall #2141
Course Overview: This is a required course for the Bachelor of Science in Business. An understanding of the role of managers and management of an organization is essential for students of business. The course will use lectures, cases, projects, and in-class exercises to illustrate the importance of management of organizations. This course will provide business students with the knowledge, skills, and abilities to analyze management challenges, strategies, tools, aids and technology. The course is organized around the following Management functions:
"Introduction / Planning / Organizing / Leading / Controlling"
Course Learning Outcomes:

The Martin V. Smith courses focus on building the following Program Learning Outcomes:

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

Student Learning Outcomes (Aligned to Course Learning Outcomes):

Students who successfully complete this course will be able to:
1. Describe orally and in writing the fundamentals of management and its linkage to the success of a company (1,2,3,6)*
2. Identify, conceptualize, and develop solutions for management problems (1,2,4,6)*
3. Understand and apply quantitative decision-making aids such as Payoff Matrices, Decision Trees, Break-Even Analysis, Ratio Analysis, and other management science techniques (1, 6)*
4. Write analyses of complex cases related to management challenges (1,2,5)*
5. Formulate and present management strategies (1,2,3,4,6)*

Assignments: Students are expected to complete the weekly reading and assignments before the beginning of the next class meeting. This is essential, as much of the discussion in each class will be based upon the concepts presented in the reading and assignments.

Grading Scale:

90 < 100 = A
80 < 90 = B
70 < 80 = C
60 < 70 = D
0 < 60 = No Pass

Grading:

Class Participation and Attendance 25 Points
Group Presentation 15 Points
Homework Assignments 25 Points
Mid-Term Examination 15 Points
Final Examination 20 Points
Total 100 Points

Grading Criteria: Students will be graded on the coherent organization of thought, knowledge level, clarity, conciseness, style of expression, willingness to express views and degree of preparedness. Students are graded on achievement.

Class Participation and Attendance:

Class Participation & Attendance involves the student’s ability to stimulate discussion and contribute to class activities. Students are required to actively participate in the class discussion and come prepared to discuss the reading assignments and current events. The grade is based on quality, not on quantity of participation. It is the responsibility of each student to come to class prepared.
Attendance credit requires the student to be present at the start of the class and for the entire class. Your preparation and participation in class discussion will be considered, as well as the extent and quality of your contribution.

**Group-Presentation:** Each student is requested to sign up for a group presentation. A group will have 3-5 members. Students can choose the subject, and the group members.

Each presentation relates to a specific class meeting and/or subject as provided on the presentation spreadsheet. The team’s task is to research the assigned subject and prepare a presentation of approximately 45 minutes duration, allowing for questions and answers during or at the end of the presentation.

As this is a group assignment, the group will be graded on the group’s performance, not on an individual basis.

Presentations will be graded on the following criteria: Organization, Topic Research and Knowledge of the Subject, Presentation Style, Effective Use of Visual Aids, Content of Presentation, and Audience Engagement.

**Homework Assignments:**

The homework assignments are an important part of this course. The homework has to be prepared as an individual effort and is due at the beginning of each class. The assignments must be submitted as a hard copy. If you cannot attend class, please ensure your homework is emailed to me before the start of class. Late homework will not be accepted without prior arrangement.

Each assignment should be no less than 1 page typed, spell-checked and grammar-checked and conform to a standard format (normal margins and spacing and 12pt font size). Assignments will be credit/no-credit and evaluated on the following criteria: Format & Style, Grammar and Readability, Content, Organization, Critical Analysis and Thinking, Understanding of the class Material, and Conclusions and Recommendations.

**Mid-Term and Final Exams:**

The Mid-Term and Final exams will be multiple choice and/or fill in the blank. Subject material will be selected during the class meeting prior to the test.

**Course Standards and Academic Honesty:**

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s),
instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

**Disability:**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Assignments Due on date listed</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22/15</td>
<td>Introduction: Managers and Management</td>
<td>1</td>
<td>Come to class excited to learn</td>
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<tr>
<td>2</td>
<td>1/29/15</td>
<td>Introduction: The Management Environment</td>
<td>2</td>
<td>Read Chapters 1 &amp; 2. Do Question 1-5 page 19: Using any of the popular business periodicals, find examples of managers doing each of the four management functions. Write up a description and explain how these are examples of that function.</td>
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<td>3</td>
<td>2/5/15</td>
<td>Introduction: Integrative Managerial Issues</td>
<td>3</td>
<td>Read Chapter 3. Do Question 2-3 page 48: How has the changed economy affected what managers do? Find two or three examples in current business periodicals of activities and practices that organizations are using. Discuss the in light of the changed environment</td>
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<td>4</td>
<td>2/12/15</td>
<td>Planning: Foundations of Decision Making</td>
<td>4</td>
<td>Read Chapter 4. Complete the Ethics Management Skill Builder on page 75. Summarize your results as compared to the mean responses provided in the book</td>
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<td>5</td>
<td>2/19/15</td>
<td>Planning: Foundations of Planning</td>
<td>5</td>
<td>Read Chapter 5. Do Question 4-8 page 103: Why do you think organizations have increased the use of groups for making decisions? When would you recommend using groups to make decisions?</td>
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<td>6</td>
<td>2/26/15</td>
<td>Organizing: Organizational Structure and Design</td>
<td>6</td>
<td>Read Chapter 6. Do Question 5-8 page 141: What types of planning do you do in your personal life? Describe these in terms of being a) Strategic or operational, b) short term or long term, c) specific or directional, and d) single-use or standing. Provide at least 3 examples of each</td>
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<td>7</td>
<td>3/5/15</td>
<td>Organizing: Managing Human Resources</td>
<td>7</td>
<td>Read Chapter 7. Answer the following Question: How do authority and power differ and what is an example of an organization in which the manager utilizes power to influence decisions?</td>
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<td>8</td>
<td>3/12/15</td>
<td>Organizing: Managing Change and Innovation Mid-Term Exam</td>
<td>8</td>
<td>Read Chapter 8. Do Question 7-4 page 210: Do you think it's ethical for a prospective employer to delve into an applicant's life by means of interviews, test, and background investigations? What if those investigations involved looking at your Facebook page or personal blogs? Explain your position.</td>
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<td>9</td>
<td>3/19/15</td>
<td>No Class - Spring Break</td>
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<td>Enjoy your break and be safe!</td>
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<td>11</td>
<td>4/2/15</td>
<td>Leading: Understanding Groups and Managing Work Teams</td>
<td>10</td>
<td>Read Chapter 11. Do Question 10-1 page 298: Think of a group to which you belong (or have belonged). Trace its development through the stages of group development as shown in Exhibit 10-2. How closely did it develop parallel the group development model? How might the group development model be used to improve</td>
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<td>12</td>
<td>4/9/15</td>
<td>Leading: Motivating and Rewarding Employees</td>
<td>11</td>
<td>Read Chapter 12. Do Question 11-4 page 328: What role would money play in a) the hierarchy of needs theory, b) two-factor theory, c) equity theory, d) expectancy theory and e) motivating employees with a high nACh?</td>
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<td>13</td>
<td>4/16/15</td>
<td>Leading: Leadership and Trust</td>
<td>12</td>
<td>Read Chapter 13. Do Question 12-4 page 357 and answer the following: Using your knowledge of leadership concepts, which leadership style would you choose? And why?</td>
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<td>Leading: Managing Communication and Information</td>
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<td>Read Chapter 14. Answer the following question: How does technology affect managerial communications? What are the key parts of the communication process and how do you distinguish formal and informal communication?</td>
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<td>4/30/15</td>
<td>Controlling: Foundations of Control</td>
<td>14</td>
<td>Read Chapter 15. Answer the following question: Why is it important for managers to involve subordinates in the control process?</td>
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<td>16</td>
<td>5/7/15</td>
<td>Controlling: Operations Management</td>
<td>15</td>
<td>Read Chapter 16. Answer the following question: How do you think organizations are using? Discuss the in light of the changed environment</td>
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<td>17</td>
<td>Week of 5/11</td>
<td>Final Exam - Date/Time TBD</td>
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<td>Read Chapter 17. Answer the following question: Why is it important for managers to involve subordinates in the control process?</td>
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