

COURSE SYLLABUS
MANAGEMENT OF ORGANIZATIONS
CLASS: MGT 307
Fall 2018

Instructor: J. Andrew Morris

Office Hours M 1:30-5:30; W 1:30-3; other times by appointment

OFFICE: Sage Hall 2149

Phone: 805-437-2771

E-MAIL: john-andrew.morris@csuci.edu

Texts: We will use a free, open source text which I have uploaded to your CI account. However, you will need to purchase/borrow one literary work: *Things Fall Apart* (\$10 on Amazon, used about 6). My lecture notes have also been posted for you. Finally I have uploaded readings and cases to Canvas: subsection, files which are to be read on the dates noted in the course outline.

Course objectives: The purpose of the course is to enable you to think like a manager and to provide you with an introduction to the field of Management. You will learn about: the environment managers operate within, various management functions, and different tools managers use, along with a lot of vocabulary. By learning about what managers do, you will be better able to function in a management position and to decide whether or not you are interested in a career in Management.

A second and equally important purpose of the class is to draw upon the liberal arts foundation of CSUCI to enhance your critical thinking ability and communication skills. In the finest tradition of the liberal arts, this course is structured in such a way as to encourage/require that you not only learn facts about management (important) but that you also further develop the ability to use & combine these new facts to see an overall “bigger” picture. Moreover, the class is designed to help you also better express your thoughts about the “larger” patterns you now understand. Simply put, rote memorization isn’t the point. Rather the class is about using new information about managers and for-profit organizations to see and understand a more complex and interconnected world.

Learning Objectives: Students who complete this course will be able to:

1. Describe orally and in writing the fundamentals of management within domestic and global enterprises (1,2,3,5)
2. Write analyses of complex cases related to management and organizational behavior principles (1,5)
3. Formulate and execute management policies, strategies, plans and procedures (1,5)
4. Identify, conceptualize, and develop solutions for successful resolutions to organizational problems drawing upon enhanced management competencies to include: critical thinking, emotional intelligence, communication, and global awareness (1,5,6)

*Aligns with Program Learning Goals for: 1) Critical thinking, 2) Oral communication, 3) Written Communication, 4) Conduct (Ethics), 5) Competencies in discipline, 6) Collaboration

General Professionalism/Class Policies

1. Work is due when it is requested. **Only with prior approval will late work be accepted but will always be graded at LEAST one letter grade lower than on time work.**
2. While there is no mandatory class attendance policy you are expected to come to class on time. It shows respect for you, me, and CSUCI.
3. There is no provision made for earning extra credit in this course. Consequently, it is important that you do your best work on each exam and assignment.
4. Turn off your cell phones and/or other electronic devices. If you are using a laptop DON'T surf other sites---it's annoying, unprofessional and disruptive.
5. Truth, integrity, justice, and honesty are a given part of our class. There can be no exceptions - ever. For a full discussion of what this means and the consequences of failing to comply with this students are expected to have read CSUCI's Honor Code/Policy on Academic Honesty. This can be found at: <http://www.csuci.edu/studentlife/judicial-affairs/>
6. **We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior of each other.**

GRADING:	Exam 1	25%
	Exam 2	27%
	Quizzes	10%
	Exercises	30%
	Participation	08%
	Total	100%

Final grades will be assigned as follows:

	>94.0= A	90.0-93.99= A-
87.00 -89.99 = B+	84.0-86.99= B	80.0-83.99 = B-
77.00 -79.99 = C+	74.0-76.99=C	70.0-73.99 = C-
67.00 -69.99 = D+	64.0-66.99= D	60.0-63.99 = D-
(<59.99= F)		

**** Students under the 2016 and later catalog – All business core classes MUST BE at the C- or higher level to count towards completion of the business major!!!**

Exams

Two examinations, covering notes, text, readings, and discussions will be given on the dates noted in the course outline. Depending on the maturity of the class and the extent to which the class has demonstrated active engagement and personal integrity, I may allow up to 20% of each exam to be done before class (of course, as an individual project). Students should (must) make every effort to attend the examinations when scheduled. Should extreme circumstances prevent a student from taking that exam, a make-up exam may be taken, **subject to the approval of the instructor.**

In Canvas subsection files there is a partial copy of a prior exam. Exams will be some combination of objective choice (either multiple choice or fill-in-blanks) and short answer/essay. With essay questions, it is not about spitting back data (remember class objective #4) but about applying facts to generate creative solutions. Learning at its finest. **The final exam will be partly cumulative**, that is, several short answer and/or essay questions will come from earlier materials (there will be a few fill-in-the blank questions on the final but they will only come from materials covered since the last exam.)

Reading Quizzes

6 times this semester, I will ask you 2-3 questions about that day's reading assignment. I simply want to ensure that you have read since reading materials before we discuss them helps enhance learning and provides a foundation for application. Your ability to correctly answer the questions positively impacts your final class grade. I will drop the lowest quiz grade thus each quiz is worth 2% of your final grade. **There is NO option to make up a missed quiz.**

Exercises

Five exercises are assigned during the semester and are due on the dates noted in the course outline. While each exercise is described below, students will (in general) turn-in 1-2 typewritten page responses/analyses to the presented problem(s). **As a consequence each exercise is worth 6%** of your final grade.

Exercise 1: Take the first letter of your last name and correlate it with the African country that starts with the letter closest (either direction) with that letter. So for example, your last name is Anderson thus your African country is: Angola or Algeria (either one doesn't matter). NOW:
A: Indicate two interesting social/cultural things about your country.
B: Indicate two interesting economic facts about your country.
C: Indicate two ways in which your African country's cultural values differ from the cultural values of the USA. Use this link to support your answer: <https://www.hofstede-insights.com/product/compare-countries/>. AND how do these differences help explain PART A's answer.
D. OK, so you own a USA based business that wants to open a branch in your African country. What two things do you need to know before opening that branch? Why these? AND indicate one way in which knowing differences in cultural values (PART C) might help you be more successful in your African country. Really? Why?

Exercise 2: Do some research on a recent (since 2015) incident of unethical conduct by a business and/or business leader. Document that research by citing two sources (exclude wiki). Now answer the following three questions: (1) What ethical violation did you find – use our list of ethical violations from the Book-of-Notes. (2) Drawing explicitly from our discussion of ethics indicate two societal consequences of the misconduct you have investigated; and (3) provide two specific things that must be done to prevent this from happening again -- again, support your response through direct and explicit connection back to the textbook.

Exercise 3: Find and print-out the mission statement of a company that you would like to work for. Draw from that mission statement to: (1) Indicate TWO things it tells you regarding what they do, how they do it, where they do it, who they serve etc. (2) Indicate TWO ways that this mission statement informs you regarding your possible “fit” with this organization. That is, knowing what you now know about the company what makes you a good potential hire; (3) Drawing explicitly from our discussion of organizing discuss how they should use TWO organizing tools (the list of 5 organizing tools can be found on approx pg 27-28 of Book of Notes) to help them better accomplish their mission.

Exercise 4: You are to read *Things Fall Apart* – often considered the greatest novel by an African writer. In 3-4 typewritten pages - **DUE 12/5** - complete the following tasks:

1. Two paragraph summary of the main themes of the book.
2. 3 ways the book helped clarify and expand your understanding of important topics discussed in this class. Some questions to focus on and suggestions include:
 - (a) How would you describe the evolution of Okonkwo's character?
 - (b) Was Okonkwo a “good”/moral leader? If so, why? If not, why not?
 - (c) Use a specific theory of motivation to explain why Okonkwo choose to die.

- (d) What kind of moral challenge does this story present?
 - (e) How does the story illustrate issues of culture and cultural intelligence?
 - (f) Why couldn't Okonkwo adapt to the changes happening in the story?
 - (g) Drawing specifically from our discussion of planning, indicate two reasons why Okonkwo "plans" were inadequate/bad/poor/failed.
3. In no more than a paragraph, suggest an alternative ending to this book? An ending that finds Okonkwo to be high EQ and culturally aware.
 4. I hope your first thought upon discovering this class assignment was – WTF – this is a management class. Assuming your beloved instructor is not crazy (he is not and has proof of this) why might he have had you read this as part of MGT 307 work requirements? Really? Explain.

Exercise 5: Over the course of the semester we will discuss six HBR cases (one is a practice case with sample write-up) These cases have been uploaded to Canvas, subsection Files. Each of the cases illustrates a topic related to management. Students are to have read and actively engage in class discussion of these cases and **MUST** submit a **1-2 typewritten page analyses of any TWO of the five**. **Students decide which TWO, however, once a case has been discussed in class it can no longer be submitted for write-up.** The written analyses should:

Content	Percentage
Identify the main issue or problem in the case.	20%
Identify 3 concepts discussed in the textbook, readings, notes that the case illustrates and/or helps explain why the problem identified has developed	40%
Discuss and support the action you "will" take to fix the situation; recommend course of action to the company/manager.	40%

Participation: To encourage collaborative/appropriate classroom behaviors, a small part of your final grade will be based on your: coming to class on time, getting engaged in classroom discussion, not leaving class early (without letting me know), appropriate use of technology (i.e. no web surfing of outside class materials) etc. To help me best capture this aspect of your classroom performance, I will keep a daily roster and will make notes regarding good/poor classroom behaviors.

IN ADDITION, every student MUST visit with me at least once during my office hours (or another predetermined time). FAILURE TO DO SO WILL LEAD TO THE LOSS OF 50% OF YOUR PARTICIPATION GRADE. During that office visit, students may (pick at least one): This visit MUST occur before March 10, 2018.

- (1) Ask question(s) about course materials
- (2) Tell me something about what is going on in their life and/or discuss work/life balance "issues"
- (3) Describe their hopes/vision/plans for life after graduation

Disabilities Statement:

Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms **MUST** register with the designated staff member in Student Affairs in order for CSUCI to better accommodate special needs. Students are required to provide documentation of a disability when accommodations are requested.

COURSE OUTLINE AND ASSIGNMENTS*

Date	TOPIC	ASSIGNMENT
8/27	Overview of class	
8/29	Management Functions	Chapter 1
9/3	LABOR DAY – NO CLASS	
9/5	Emotional Intelligence	Read poems in Canvas subsection Files
9/10	Management History	Chapter 3; Reading: Management Myth
9/12	Environment	<i>Practice Case: Bob's Meltdown</i>
9/17	Going Global	Reading: Managing Across Borders
9/19	Culture	<i>Exercise 5: Case: Invest in Africa</i>
9/24	Ethics	Chapter 4; Readings: Sword; Up to Code Exercise 1
9/26	Ethical Business Culture	
10/1	Decision-making	Chapter 11; Exercise 5 case: Push for Diversity
10/3	Creativity	Exercise 2
10/8	Planning	Chapters 5 & 6
10/10	Strategy & SWOT	
10/15	Exam Review	Cases:
10/17		MID-TERM EXAM
10/22	Organizing Tools	Chapter 7; Return Exam
10/24	Organizational Design	Reading: Knowing-Doing Gap
10/29	Control & Quality	Chapter 15
10/31		Exercise 3; Exercise 5: Stretch The mission
11/5	Employee Motivation	Chapter 14
11/7	Motivation Con't	
11/12	VETERANS'S DAY –NO CLASS	
11/14	HRM	Chapter 16
11/19	Leadership	Chapter 10; Reading Patagonia
11/21	New Leadership	
11/26	Case Discussions	<i>Exercise 5 Cases: Nice guy; Trust the Algorithm</i>
11/28	NO CLASS – WORK ON 4	
12/3	Communication	Chapter 12
12/5	Review & Wrap Up	EXERCISE 4
12/10	FINAL 10:30-12:30	Essay & short answer inclusive

*This SYLLABUS IS SUBJECT TO CHANGE AS CIRCUMSTANCES AND FLEXIBILITY DICTATE.