

**COURSE SYLLABUS**  
**MANAGEMENT OF ORGANIZATIONS**  
**CLASS: MGT 307**  
**Fall 2013**

**Instructor:** Ann Swiech

**Office Hours: M: 1:00-3:00pm, other days/times as requested**

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**Textbook: Principles of Management 1.1** by Mason Carpenter, Talya Bauer and Berrin Erdogan. You can obtain this on-line at the following website: [www.flatworldknowledge.com](http://www.flatworldknowledge.com). The Digital all access pass is about \$35. You can access the information on the website by clicking under “student”, and do a search by several criteria including the class name; Management of Organizations. Then select the class under my name.

**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. I also would like you to become accustomed to speaking in front of groups of individuals. At some point in your career, you will have to give presentations or reports, so I would like you to become familiar speaking in a group. By learning about what managers do, you will be better able to function in a business 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, 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.

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 (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. As noted, we will focus on Ethics quite a bit this semester in addition to the formal chapter.

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

1. Describe the fundamental role of management within organizations
2. Write analyses and verbally discuss cases related to management principles
3. Understand and develop management policies, plans, and procedures
4. Identify and develop solutions to organizational problems drawing upon enhanced management competencies to include: critical thinking, emotional intelligence, communication, and global awareness
5. Be equipped to deal with dishonest or unethical work situations and know how to recognize the signs and be able to deal effectively with it.

### **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. Failure to attend/being late for class negatively impacts your grade.
3. There is no opportunity to earn extra credit in this class (beyond what is stated in syllabus) thus 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, 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.
6. **We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior of each other. Please keep conversations between yourselves and other students to a minimum as not to disrupt the class.**

**Grading:**

Exam 1	25%
Exam 2	30%
Case Analyses	10%
Exercises	15%
Debates	10%
Participation	10%
<b>Total</b>	<b>100%</b>

Final grades will be assigned as follows:

	>93.0= A	90.0-92.99= A-
87.00 -89.99 = B+	83.0–86.99= B	80.0-82.99 = B-
77.00 -79.99 = C+	73.0–76.99=C	70.0-72.99 = C-
67.00 -69.99 = D+	63.0-66.99= D	60.0-62.99 = D-
(<59.99= F)		

**Exams**

Two examinations, covering the assigned notes, lecture and class discussion will be given on the dates noted in the course outline. The first exam (allowed 2 hrs.) will be in class. Depending on the maturity of the class and the extent to which the class has demonstrated active engagement and personal integrity, I may decide to make the final exam take-home. Each has its advantages and the final decision will be determined as the class proceeds. Students should (must) make every effort to attend the first examination 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.**

## **Exercises**

**Three** exercises are assigned 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), except for exercise 1.

**Exercise 1:** Go to: <http://www.tripadvisor.com/TIQGame> -- it's an interactive geography game. Play as many times as you want. Once you are satisfied with your score please print off your final score and bring it to class, with your name clearly written on it.

The game will be scored as follows: scores below 100,000=D; between 100,001-125,000=C-; 125001-175000=C; 175001-200000=c+; 200001-250000=b-; 250001--300000=B; 300001-350,000=B+; 350001-400,000=A-; 400001-500000=A; above 500000=A+. Moreover, the student with the highest score in the class will earn +20pts on Exercise 2 (up to 100 max).

**Exercise 2:** Do some research on a recent (since 2009) 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 (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 to help them better accomplish their mission.

## **Debates:**

Students are tasked with generating 3-5 position points for the pro side of a debate question and 3-5 position points for the con side of a debate question. There will be

2 debate questions and the debate write-ups are due on the dates noted in the course outline. Bullet-points are fine but the work must be typed. **Students must also cite and document at least 3 sources to support their arguments (exclude my notes, text, and WIKI as sources).** The debate questions are:

Debate 1: Globalization of our Economy: Greater good or not

Debate 2: American CEOs: fairly paid or not

On the dates noted in the course outline, students will be randomly assigned to one of three groups: Pro position, Con position, or Judge. Debates will be conducted in the following manner:

- Students will have 15 minutes to develop a consistent, logical argument for their assigned position (coin flip will determine which group goes first.)
- Team A will present opening argument to judges -- 5 minutes MAX
- Team B will present opening argument to judges -- 5 minutes MAX
- Groups will reconvene and have 10 minutes to develop rebuttals
- Groups present 3 minute rebuttal
- Judges have 10 minutes to determine debate winner and indicate why \
- Winning group members earn some reward TBD

### **Case Analyses:**

Over the course of the class you will be required to analyze at least 1, possibly 2 Harvard Business Review cases (or something similar). All case write-ups are designed to be incidents of "demonstrated application". I want you to show me that you have mastered the materials covered by applying what has been learned. That is, I want the first part of the case write-up to reflect ways in which topics we have covered are evidenced or applicable to the case under study -the more ways you can do this the better your group's grade will be. The second part of the case analysis must include an action plan. An action plan can be thought of as specific recommendations for ways to improve the situation. In general, your typewritten write-up should be between 2-3 pages. In terms of style, either bullet points or paragraphs are both OK – you choose whatever works best for you, the KEY is to understand that I will grade based on: covering the relevant/key points and connections (3-5 is a good number) and developing well supported solutions.

### **Class Participation:**

One of the objectives of this class is to train student's to think more broadly and for themselves rather than training technicians who know the right response to give in a particular situation but don't know **WHY** it's the right one. Thus I expect you to participate in class discussions by sharing your own insights and experiences, providing feedback on other students' ideas, and sometimes providing alternative approaches to presented problems. I would like the class to be interactive.

In grading class participation I will look at FOUR specific dimensions to include: (1) the quantity & (2) quality of your class comments/contributions, (3) active engagement in and leadership of debate group's presentations and (4) overall classroom conduct. More on each:

**A: Quantity** involves the extent to which you participate (relative to the topic) in classroom discussion throughout the entire semester and involve yourself in various group exercises/discussions during the semester. Obviously, being absent from class negatively impacts your performance here.

**B: Quality** of classroom participation involves: (1) **Relevance** – does the comment bear on the subject at hand? (2) **Responsiveness** — does the comment react in an important way to what someone else has said? (3) **Importance** — does the contribution further our understanding of the issues at hand? Is a connection made with other cases/issues we have analyzed?

**C: Debate group leader/speaker:** A key part of the debate assignment will be the development and later presentation of the randomly assigned position to a set of “judges”. Team members add value by helping to construct a logical and consistent argument AND by skillfully presenting key points and key rebuttal points.

**D: Classroom conduct:** Positive classes have students who engage in small acts of kindness, lend helping hands to fellow students, show positive emotion, and demonstrate a desire to learn and actively engage materials. Negativity comes about when students arrive late, leave early, talk to other students during class, complain and/or whine about class expectations. Student behaviors that positively impact the class add value to the class and should and will be rewarded.

Ultimately, class participation is a function of preparation, attitude, a willingness to actively commit yourself in front of your colleagues, and perhaps most importantly a close monitoring of your behavior to ensure appropriate and timely contributions which don't monopolize class discussion. It is a significant portion of your final grade and I encourage you to treat it as such. I would like the class to be a positive, engaging experience and that depends on your continued participation throughout the semester. Please come see me if you have concerns or questions regarding my expectations on this element of your classroom performance.

**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\***

<b><u>DATE</u></b>		<b><u>TOPIC</u></b>	
8/26/13		Introduction to Principles of Management	Chapter 1
9/9/13		Personality, Attitudes, and Work Behaviors	Chapter 2 Exercise 1
9/16/13		History, Globalization and Values-Based Leadership	Chapter 3
9/23/13		Developing Mission, Vision and Values	Chapter 4 Case 1
9/30/13		Strategizing Goals and Objectives	Chapter 5, 6 Exercise 2
10/7/13		Organizational Culture	Chapter 8 Debate 1
<b>10/14/13</b>			<b>Mid-Term</b>
10/21/13		Leading People and Organizations	Chapter 10
10/28/13		Communication in Organizations	Chapter 12 Debate 2
11/4/13		Managing Groups and Teams	Chapter 13 Case 2
11/18/13		Motivating Employees	Chapter 14
11/25/13		The Essentials of Control (Ethics)	Chapter 15 Exercise 3
12/2/13		Strategic HR Review, Wrap Up	Chapter 16
<b>12/9/13</b>			<b>Final Exam</b>

This SYLLABUS IS SUBJECT TO CHANGE AS CIRCUMSTANCE DICTATE. Also, please note that not all chapters in the book are covered, so pay attention to the chapter number that we will be covering