**COURSE SYLLABUS**

**MANAGEMENT OF ORGANIZATIONS**

**CLASS: MGT 307**

**Spring 2012**

**Instructor:** J. Andrew Morris

**Office Hours** T/TH 9:00-10:10, T 12-2; TH 1-3

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Texts: **Principles of Management 1.1** by Mason Carpenter, Talya Bauer and Berrin Erdogan. Its on-line, free to read, $25 to e-book/print yourself. You can find the text by: <http://www.flatworldstudents.com/course?cid=692352&bid=623846>; or simply go to [www.flatworldstudents.com](http://www.flatworldstudents.com) and find the class using my name, course name, or Institution. In addition, I have provided my class notes (these serve as the basis for all essay exam questions) You will find *Instructor’s Notes,*  located in your BlackBoard Accounts under course documents.

**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 the fundamental role of management within both domestic and global enterprises

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

**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 participation grade.

3. Other than earning some extra credits points for volunteer activities 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.

1. 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.
2. **We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior of each other.**

**GRADING**: Exam 1 20%

Exam 2 22%

Final Exam 25%

Exercises 20%

Reading Quizzes 08%

Participation 05%

**Total 100%**

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**

Three written examinations, covering the text, lecture and class discussion will be given on the dates noted in the course outline. The first two exams will be approximately 70 minutes long, while the last exam will take appropriately 2 hours. The first 2 exams will consist of objective questions (i.e. multiple choice, fill-in-the-blanks – approximately 2/3 of the exam), short answer and essay questions. 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.) Students should (must) make every effort to attend the examination when scheduled. Should extreme circumstances prevent a student from taking an exam, a make-up exam may be taken, **subject to the approval of the instructor. Under course documents in your blackboard account for this class you will find a partial copy of a previous exam.** Notice the nature of the questions? It isn’t about spitting back data (remember class objective #2) but about applying facts to generate creative solutions. Learning at its finest!**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 typewritten page responses/analyses to the presented problem(s). All students MUST complete exercise 1 but have the option of completing any 3 of the remaining 4 exercises. That is, **I will drop the lowest grade of the remaining 4 exercises (in effect you must complete 4 of the 5). As a consequence each exercise is worth 5**% of your final grade.

**Exercise 1**: Go to: [http://www.tripadvisor.com/TIQGame](http://www.tripadvisor.com/TIQGame?nl=MU&pid=646) -- its an interactive geography game. Play as many times as you want. Once you are satisfied with your score please complete the Travel IQ worksheet located in Blackboard, subsection assignments.

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 100 pts on exercise 1 **AND also earn 100 pts on exercise 2.** Finally, I will add additional points to exercise 1 for the student who shows the greatest improvement from 1st try to final game.

**Exercise 2**: Do some research on a recent (since 2008) 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 happing 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 26-27 of Book of Notes) to help them better accomplish their mission.

**Exercise 4**: Draw explicitly from your textbook and book-of-notes to answer the following:

A. Use our model of job performance (approx page 35 of the book-of-notes) to explain your performance (so far) during the Spring 12 semester at CSUCI. Be explicit to each variable in the model for full credit.

B. Use a specific **process** theory of motivation to explain your current effort level in this class. Again, the more explicit and direct the reference to the theory the better.

C. Use a specific content theory of motivation to explain why you have chosen to go to university/CSUCI as opposed to some other option (i.e. work, travel, be a criminal, etc.)

**Exercise 5**: With direct and explicit reference to our discussion of leadership and Chapter 11 of your text**: PART A**: Describe a time when you demonstrated effective leadership. What behaviors did you display? How was it about the situation (KEY here is pp 284-290 of your text) that helped you be an effective leader? What did you learn about yourself as the result of this experience? **PART B:**  Describe a time when you failed as a leader. What behaviors did you display? How was it about the situation that made this a particularly difficult situation for you? Knowing what you know now, what would you do differently? Why this? *I know, I know, many of you may think that you have never been a leader* ***– WRONG –*** *leadership is a broader concept that you think. At some point, everyone has to inspire, direct, influence – it’s the human condition. HOWEVER, if you absolutely insist that you have never been a leader come see me. I will provide an alternative:* ***WORD: THE ALTERNATIVE WILL BE HARDER.***

**Reading Quizzes**

5 times this semester, I will ask you a couple of 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 leads to 2 points towards your final grade. I will drop the lowest grade thus the max credit for quizzes is 8% of your final class grade. To make-up a missed quiz you must have: (1) informed me that you would be absence that day, and (2) Stop by my office to take the quiz before the next scheduled class meeting. **NO OTHER EXCEPTIONS**

**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) etc. The assumption is that you all start at 100% and only lose points when you demonstrate disruptive behaviors and/or miss lots of classes.

**Extra Credit: Volunteer hours**

CSUCI’s mission statement indicates that we should pursue an educational experience that utilizes service learning. It is my belief that service learning projects are not only an excellent way to develop the mind but also help us grow into more complete human beings.

Recent research (see for example Post and Neimark’s 2007 work: *Why Good Things Happen to Good People*) indicates that people who give of themselves experience everything from increased life-satisfaction to enhanced physical health. In other words, helping others has been shown to bring joy to not only the one who receives but also the one who gives. Indeed, as Samuel Johnson said long ago, “no one helps another without also helping themselves”. As a consequence, students are provided the opportunity to engage in service work over the course of the semester.

Any volunteer activity is acceptable as long as it meets these four qualifications:

1. It must be work for which you are not paid;

2. The activity **must not** be related to something you have a financial interest in

3. The primary beneficiary of your activity must not be you, your family, or personal friends although you will of course have benefit from it. In general, while student activities (yearbook, clubs, etc.) are often “not for pay” they can/do “enhance” your resume and thus may not pass the primary beneficiary test.

4. The activity should pass the “mom” test - that is, you would not be ashamed to tell someone whose opinion you value highly of the activity you performed.

There are lots of options available. For example, our Center for Community Engagement has a list of agencies in need of volunteers. Students who engage in service projects can earn +.2 pts for each hour of service (10 hours max) up to a total of 2 pts TOWARDS YOUR FINAL GRADE IN THE CLASS **– potentially the difference between +/-.**

**Credit for the service work must also follow these requirements:**

(a) On 5/10/12, you will turn in evidence of having engaged in service learning. That evidence need only be: what you did, when you did it, **total number of hours worked** and a contact person with telephone number (if you have it).

(b) A 1-3 page typewritten paper in which you answer the following questions:

A. Why did you choose this(these) community service opportunity(ies)?

1. After completing your work, what do you believe you gained or learned from this(these) experience(s)?
2. In what ways (if any) did the activities you engaged in help enhance your understanding of business management. If none why none?
3. Do you believe that universities should require community service? Explain?
4. As a society, are we better off having organizations encourage community service from its workers? Are there any negative consequences of these requirements?

**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** | **ASSISGMENT** |
| 1/24 | Overview of class |  |
| 1/26 | Management functions | Chapter 1 |
| 1/31 | Emotional Intelligence | **Complete an on-line measure of EQ(www.queendom.com); Read poems under course documents** |
| 2/2 | Management History | Chapter 2 |
| 2/7 | Overall Environment |  |
| 2/9 | International Business |  |
| 2/14 | Culture | **Exercise 1** |
| 2/16 | Business Ethics |  |
| 2/21 | Ethics con’t | Chapter 3 |
| 2/23 | Review for Exam | **Exercise 2** |
| **2/28** |  | **1st Exam covering Chapters 1-3** |
| 3/1 |  | **RETURN EXAM 1** |
| 3/6 | Decision-making | Chapter 4 |
| 3/8 | Creativity & Planning | In class exercises |
| 3/13 | Strategic Planning | Chapters 5 & 6 |
| 3/15 | Organizing Tools | Chapter 7 |
|  | **SPRING BREAK** |  |
| 3/27 | Organizational Design |  |
| **3/29** |  | **Exercise 3** |
| 4/3 | Control | Chapter 8 |
| 4/5 | Quality |  |
| **4/10** |  | **2nd Exam: Chapters 4-8** |
| 4/12 |  | Return 2nd Exam |
| 4/17 | Individual Behavior | Chapters 9 |
| 4/19 | Employee Motivation | Chapter 10 |
| 4/24 | HRM | **Exercise 4** |
| 4/26 | Leadership: Traits & Behaviors | Chapter 11 |
| 5/1 | Leadership: Contingency |  |
| 5/3 | Communication | Chapter 12  **Exercise 5** |
| 5/8 | Communication con’t |  |
| 5/10 | Review & Wrap-Up | Volunteer Report (if desired) |
| **5/17** | **FINAL EXAM**  **10:30-12:30 this room** | Essay & short answer inclusive |

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