**COURSE SYLLABUS**

**MANAGEMENT OF ORGANIZATIONS**

**CLASS: MGT 307**

**Spring 2013**

**Instructor:** J. Andrew Morris

**Office Hours: T 12-2:30 & W 12-2, other times as needed**

**OFFICE**: Sage Hall 2149 **Phone:** 805-437-2771

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

Texts: **Principles of Management 1.1** by Mason Carpenter, Talya Bauer and Berrin Erdogan. Its on-line, $20 to read, $40 to print yourself. You can find the text by: <http://students.flatworldknowledge.com/course?cid=1209111&bid=623846>  
or simply go to [www.flatworldstudents.com](http://www.flatworldstudents.com) and find the class using my name, course name, or CI. 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 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, 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 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

**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.

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 25%

Exam 2 27%

Case Analyses 10%

Exercises 16%

Debates 12%

Participation 10%

**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**

Two essay 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. Under course documents in your blackboard account for this class you will find a partial copy of a previous exam used during the regular semester.** With essay questions, it is not about spitting back data (remember class objective #2) but about applying facts to generate creative solutions. Learning at its finest!**Exercises**

**FOUR** 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). Each exercise is worth 4% of your final class 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 +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 – 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.)

**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 3 debate questions and the debate write-ups are due on the dates notes 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: Greater good or not so much

Debate 2: The primary purpose of higher education is vocational

Debate 3: American CEOs: fairly paid or not so much

On the dates noted in the course outline, students will be randomly assigned to one of three groups: Pro position, Con position, or Judge (typically the group that won the previous debate becomes judges). 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 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. An example of an excellent case write-up is provided under assignments in your blackboard account and should serve as a model for your own approach to the case analyses. In general, your typewritten write-up should be between 2-3 pages. In terms of style, either bullet points are paragraphs are both OK – you choose whatever works best for you 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. Each case is worth 5% of your final grade.

**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.

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 in classroom discussion and involve yourself in various group exercises/discussions during the semester. Obviously, being absence from class negatively impacts your performance here.

**B:** Quality of classroom participation involves: (1) r**elevance**  – does the comment bear on the subject at hand? (2) R**esponsiveness** — 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:**  Every class has an *“esprit de corps”*  -- an overall spirit. 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. A negative spirit comes about when students arrive late, leave early, complaint and/or whine about class expectations. Student behaviors that positively impact the “espirt de corps” of MGT 307 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. 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**\*

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** |  | **TOPIC** | **ASSISGMENT** |
|  | 1/22 | Overview:  Managament Functions & Roles | Chapter 1: |
|  | 1/29 | Emotional Intelligence &  History/Environment | Chapter 2  Read poems in *Course Documents*  Complete an on-line measure of EQ(www.queendom.com);  Read Practice Case |
|  | 2/5 | International Business | Exercise 1 |
|  | 2/12 | Culture | Debate1 |
|  | 2/19 | Ethics | Chapter 3  Case 1 |
|  | 2/26 | Decision-making/Creativity | Chapter 4,  Exercise 2 |
|  | 3/5 | Planning | Chapter 5 & 6  Debate 2 |
|  | 3/12 |  | **Mid-Term:** |
|  | **3/19** | **SPRING BREAK –NO CLASS** |  |
|  | 3/26 | Organizing Tools & Design | Chapter 7 |
|  | 4/2 | Control systems & Quality | Chapter 8  Exercise 3 |
|  | 4/9 | Personality, Attitudes, & Work Behaviors | Chapter 9  Case 2 |
|  | 4/16 | Motivation /HRM | Chapter 10 |
|  | 4/23 | Leadership | Chapter 11  Exercise 4 |
|  | 4/30 | Communication | Chapter 12 |
|  | 5/7 | Review, Wrap-up | Debate 3 |
|  | **5/ 14** | **Final Exam** |  |

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