

MORAVIAN COLLEGE

COURSE: MGMT 223B: Management Organizational Theory
Spring 2014

TIME/DAY: T/R - 1:10-2:20PM

LOCATION:

INSTRUCTOR(S): James P. West, Ph.D. & Katie P. Desiderio, Ph.D.

E-MAIL: westj@moravian.edu * kdesiderio@moravian.edu

OFFICE: Comenius Hall 215 (West) * 202 (Desiderio)

HOURS: Please see each instructor for office hours!

PHONE: 610.861.1381 (West) * 610.861.1376 (Desiderio)

*Dr. West will be sole instructor.

REQUIRED TEXT: Williams, C., (2013). *MGMT* (6th ed.). Mason, OH: South-Western ISBN-9781133190905

COURSE DESCRIPTION: This course was designed to analyze the fundamental managerial process of organizations. The presentation of foundational knowledge of management processes including planning, leading, organizing, and controlling, along with study of classic and emerging organizational theory will be assessed. Management roles, functions, competencies, and practice are studied in businesses and not-for-profit organizations and grounded in business ethics, multiculturalism, and quality in the global business environment.

STUDENT LEARNING OBJECTIVES:

LIBERAL ARTS:

1. To appreciate how a liberal arts education, at Moravian College, can enhance your life and prepare you for the future.
2. To collaborate with community partner(s) to fully engage in a service learning endeavor
3. To live and work with personal and academic integrity

MANAGEMENT:

1. Summarize the basic concepts of management and the challenges faced by organizations
2. Recall the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize, and control organizations
3. Analyze the role of managers and how it relates to business operations
4. Identify and critically assess managerial perspectives and skills necessary
5. Describe organizational change and a basic process for managing change
6. Explore management, collaborate with peers, interact with the community, and organize a team-based service learning venture with a community partner

HUMAN RESOURCE DEVELOPMENT:

1. Integrate technology, media and interpersonal competencies to effectively communicate to the class and professionals
2. Improve written expression and communication through the use of formal and informal writing as tools for learning
3. Identify, define and apply the correct management models, concepts, and processes to "real world" buzz
4. Enhance presentation and teamwork skills

"You can't make a great play unless you do it first in practice." ~ Chuck Noll



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COURSE PROCEDURES: Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in management will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, projects, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class & CHOOSING YOUR ATTITUDE!
2. Coming to class prepared with the required text – BE THERE & PLAY!
3. Utilizing the online tools available to you
4. Attending and participating in class seminars and discussions - BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
5. Completing the exercises which involve opinion generation, analysis, observation, and library research
6. Fully participating in a team-based, semester long service-learning venture
7. Completing the two examinations
8. Maintaining and sharing your *Management Buzz* each class - BE THERE, PLAY!
9. Embracing the principles of the FISH! Philosophy *as a way of being* in our class
10. Participating fully in our cooperative “learning” adventure!

MISSION RELEVANCE: The course will provide students with an enriched learning environment to aid in the understanding and application of management concepts. Examples of current *management* practices will be reviewed as a basis for learning how companies employ the strategies taught. The understanding of management principles and organizational theory, grounded in a business ethics framework, will better prepare students for a career in business.

COURSE ACTIVITIES TO MEET OBJECTIVES: The student will read the text and understand the material presented through class lectures, exams, guest speakers, exercises, asking questions, and a team-learning venture. In order to fully meet the course objectives, you must be present in class!

ATTENDANCE: Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class early will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond 3 *for exceptional reasons* may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student’s grade will be lowered by one letter. If the absences exceed 6 in a semester, the student will be issued an “F” for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers that you can rely on to assist you in the case of your absence.

ATTENDANCE IS MANDATORY ☺

GRADING: You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half-letter grade per day for late assignments.

Exam 1	25%
Exam 2	25%
Team Learning Venture	25%
Quizzes, Exercises, Buzz & Involvement	<u>25%</u>
	100

GRADING SCHEDULE



Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	Attention Students! * You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

DEFINITION OF ASSIGNMENTS: Your work is a reflection of your commitment to this learning adventure and you are all capable of great things! Take pride in your work, but most of all take the time to have fun and enjoy the ride. All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in hard copy or via e-mail attachment as a Word document depending on the assignment from your instructor. Please use a left justified header with your name, exercise name, course #, and date unless otherwise specified. *Please save all documents using your first initial, your last name, and the name of the assignment unless otherwise specified (i.e.: kpdesiderioresume2014.doc).*

❖ **EXERCISES:** In an effort to enhance your understanding of the components included in management, be prepared to use writing to explore your reactions to both contemplated and learned materials through conventional and experiential learning opportunities. *Conventional:* You will be reacting to scenarios, case studies, as well as to peer-work. **Access to the online CourseMate is required for this course.** You will use writing to explore your thinking, feeling, and learning. The informal exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class.

○ **ONLINE COURSEMATE WEEKLY ASSIGNMENTS**

- Please bring the completed case study for each chapter to class for each corresponding chapter discussion (i.e.: Ch 1 case due 1.15.14)
- Please complete each chapter quiz after we discuss each chapter
- Your self-assessment workbook is to be kept up-to-date (randomly collected)

- ◆ **INTERVIEW A MANAGEMENT PROFESSIONAL!** Each student team will be assigned to a chapter whereby you will interview a Management professional asking questions related to the selected chapter. Students will conduct the interview (should last about 15 minutes) either via phone or in-person (preferred method). After the interview, each student team will prepare a 10-slide PowerPoint presentation including the following:
 - ◆ **COVER SLIDE** - your name, the class & chapter you have selected, the date, the professor's name
 - ◆ **WHO ARE YOU?** – each presenter should gain credibility with the audience; introduce yourself and tell us something exciting about you. *Note: Practice your 30-sec. pitch!*
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 - ◆ **INTRODUCTION SLIDE** – a brief orientation to the chapter you have explored through your selected, real-life, applied professional; what are the specific concepts of the chapter you will cover (4 concepts minimum)?



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- ◆ ORIENTATION SLIDE – the name of the person you interviewed; his/her company and title; how long he/she has been with the company; why he/she chose a career in management.
 - ◆ CONCEPT #1 SLIDE – what question(s) did you use to connect this concept with the management professional’s work; how does this relate?
 - ◆ CONCEPT #2 SLIDE – what question(s) did you use to connect this concept with the management professional’s work; how does this relate?
 - ◆ CONCEPT #3 SLIDE - what question(s) did you use to connect this concept with the management professional’s work; how does this relate?
 - ◆ CONCEPT #4 SLIDE - what question(s) did you use to connect this concept with the management professional’s work; how does this relate?
 - ◆ SO WHAT? SLIDE – why did you choose this person to interview; how has he/she aided your learning; demonstrate the purpose/quality of your interview.
 - ◆ SO WHAT? SLIDE - why should the audience retain the information shared – why is this important?
 - ◆ AHA! MOMENTS SLIDE – what did you learn and discover; what are your curiosities after the interview?
 - ◆ WILD CARD SLIDE – surprise us with what you will include in this slide, which does not have to be the “10th” slide; you may place this slide anywhere in the deck and include whatever information you see fit!
 - ◆ RELEVANT BUZZ – share current buzz you found as it relates to this interview and the topics discussed
 - ◆ ENGAGE THE AUDIENCE – create an engaging activity for your classmates and get us involved in your presentation (games, teamwork, brain teasers, ...the sky is the limit!)
- √ PLEASE POST YOUR PPT DECK OR PREZI TO BLACKBOARD!

- ❖ **PARTICIPATION** (Energy, Ideas, and Engagement): All students will be assessed in this area based on personal activity as well as engagement with discussions in class. I encourage you to take pride in your performance and BE THERE!
- ◆ **MANAGEMENT BUZZ:** As a value-add to build on our class discussions, you will contribute to our learning environment by sharing interesting, effective, ineffective, and stimulating “buzz” pertaining to management. Each class, *you will be randomly called upon* to share personal and professional reactions to your findings as well as those discussed in class. Your goal is to watch the news, listen to the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest management buzz. *Hint: set a Google alert for MGMT buzzwords!*
 - Record a thought-provoking question on each *piece of buzz* you share using progressive critical examination as your learning increases. Start a folder (that may be collected at varying points of the semester) containing all of the articles and findings shared each week. **Please bring to each class for discussion.**
- ❖ **EXAMS:** The non-cumulative, in-class, session-long, examinations are a combination of multiple-choice (specific terminology recognition, knowledge, and application) and essay (application, analysis, and synthesis). Test questions will be derived from the text and lectures. Tests are intended to ensure that students have grasped the fundamentals of management and are ready to build on that knowledge. Thus, *you need to be present in class* to benefit from the knowledge shared both from lectures and from your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged. (*Note: Administered via blackboard*)



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- ✓ **TEAM LEARNING VENTURE** In an effort to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom. Your team (4-5 students) will prepare a creative presentation on a business leader (of your choice), where your class learnings, your research, and your exploration of this leader's life will inform your final presentation.
- **TASK.** The team-learning venture involves having student-teams choose an effective business leader to research from August through December 2011 in partial fulfillment of this course. Each student-team is responsible for fully participating in this learning venture focusing on the *one* leader chosen to explore over the course of the semester. In an effort to fully enhance your experience, please be certain you can research your chosen leader for the *entire semester* as changing is not permitted; no duplicate leaders may be researched among groups.
 - **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to **explore management concepts in action** in this real-world applied learning experience. The exploration of your team's approved business leader will encourage your exploration of management concepts while not only enhancing your knowledge, but also in developing critical thinking skills that will drive the creation of a comprehensive, team-presentation.
 - **FORMAT OF PROJECT PRESENTATION MANDATORIES:** Each team-member is responsible for contributing to the following 5 core areas: 1.) Create a **scrapbook** that highlights *important* details about pivotal events in your leader's life. 2.) Create a **family tree** for your leader including pictures and text (names, dates, family relationships, & important details). You may download a family tree template or draw/create a family tree. 3.) Create and perform a **skit** illustrating important events in your leader's life; you may perform this live or via video. 4.) Prepare an **oral report w/ visuals** that communicates your overall message of this leader (i.e.: collage, poster, original artwork). 5.) Using concepts learned in this class, prepare a **PowerPoint presentation** that comprehensively communicates important aspects and events in your chosen leader's life.
 - PLEASE USE YOUR MANAGEMENT LENS WHEN CREATING ALL 5 ASPECTS OF YOUR FINAL PROJECT PRESENTATION. BE SURE TO APPLY CONCEPTS LEARNED IN CLASS TO YOUR LEADER'S LIFE – POINTS WILL BE DEDUCTED IN AREAS LACKING A CONNECTION TO OUR LEARNINGS IN CLASS.
 - **EXPECTATIONS ABOUT THE PROCESS.** Did you know that **learning is a process**? "If the process is sound, the product will take care of itself" (W. Zinsser). The final presentation will be a comprehensive piece that communicates your research and findings **using a management lens**. Using resources such as the required text, class lectures, articles shared by peers, observations, interviews, and field work this project is to be professionally developed and delivered.
 - **CRITERIA FOR EVALUATION.** The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An 'A' final project meets all the criteria for this assignment. **STUDENT(S) WILL SHOW AN UNDERSTANDING OF THE KEY CONCEPTS LEARNED IN THIS CLASS BY SYNTHESIZING WHAT HAS BEEN LEARNED IN CLASS WITH THE TEAM-LEARNING VENTURE.** The final presentation will be organized, well written, fully developed and will be free of ambiguity, grammatical and mechanical errors. This will be a professional communication to the class of your semester long experience. **Your team(s) will present your work at the end of the semester!**

The service-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent



learning adventure. *Be certain to reference specific learnings from class, concepts discussed, and material covered in class in your work. It will be fascinating to reflect back on what you have learned!!*

***The service-learning venture is a perfect candidate for inclusion in your learning portfolio.*

ASSESSMENTS: In addition to summative assessment tools, (exams, exercises, completed projects, and completed presentations) we also will be engaging in formative assessment techniques (identifying the areas that you and I can take action on to improve both instruction and learning). *Together*, you and I will share responsibility for creating and maintaining a supportive, exciting learning environment in our classroom!

The service- learning venture, discussions, exercises, and presentations are opportunities for you to enhance your conceptual and practical skills. They are also opportunities to develop and enhance your written and oral communication skills. You will participate in workshops and peer-group meetings to evaluate and revise assignments and develop strategy. Both the exercises and the service-learning venture will require out-of-class meetings.

- ❖ Please use a word processor program for all assignments and keep your personal copy on file. All members of this class should have a personal copy of all individual and team-based assignments for their portfolio.

RESOURCES:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of Human Resources</i>
<i>Journal of managerial issues</i>	<i>Journal of ethics</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of applied management studies</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of business systems, governance and ethics</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources and bibliographic instruction is available upon request.
2. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2nd floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
 3. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can work with a learning support professional in order to improve his/her academic performance. A series of support workshops that focus on many academic skills and strategies useful for



students at any stage in their academic career are offered. This office also supports students who wish to request accommodations in this class for a documented disability.

- ❖ Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.
- 4. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center at 1305 Main St. or on the web at: <http://home.moravian.edu/public/career/>.
- 5. *I AM ONE OF YOUR RESOURCES* so please contact me at any time to arrange a personal or telephone conference. PLEASE SEE ME AS SOON AS POSSIBLE IF YOU ARE HAVING ANY DIFFICULTIES AND OF COURSE TO SHARE AHA! MOMENTS. QUESTIONS ARE ENCOURAGED ☺

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS ACCREDITATION:
The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

STATEMENT ON ACADEMIC INTEGRITY: Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty. In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for an honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

CLASSROOM ETHICS: We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating¹, plagiarism², and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

¹ In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student or using unauthorized materials in any academic exercise. Please protect your work from unauthorized use.

² In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.




CELLULAR PHONE POLICY: To provide an optimum environment for learning, all cellular phones must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. **Please refrain from text messaging, checking email or searching the web during class time.** Additionally, cell phones are to be off your desks while taking exams.

TENTATIVE CLASS SCHEDULE






(SUBJECT TO CHANGE)

** Note: Come prepared for *Management Buzz*. in each class meeting **

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
<i>January</i> 13	**INTRODUCTIONS** What is Management?	Set Google alerts! Chapter 1
15	History of Management	Chapter 1 Chapter 2
20	NO CLASS Celebrating Dr. Martin Luther King!	<i>Read</i> Chapter 3
22	Organizational Environments & Cultures	Chapter 3
27	Culture & Ethics	Chapter 3 & 4
29	Ethics & Social Responsibility	Chapter 4
<i>February</i> 3	Planning & Decision Making	Chapter 5
5	Organizational Strategy	Chapter 6
10	Innovation & Change	Chapter 7
12	Global Management	Chapter 8
17	Review	<i>Study! Study! Study!</i> And have some fun too... Chapter(s) 1-8
19	MID-TERM PEER EVALUATION	EXAM #1 
24	Designing Adaptive Organizations	Chapter 9
26	Managing Teams	Chapter 10
<i>March</i> 3 - 7	SPRING RECESS! NO CLASS	REJUVENATION WEEK  
10	Managing Individuals & a Diverse Workforce	Chapter 12
12	Motivation	Chapter 13
17	Leadership	Chapter 14
19		Chapter 14
24	Managing Communication	Chapter 15
26	Control	Chapter 16
31	Managing Information	Chapter 17



<i>April</i> 2	Managing Service & Manufacturing Operations	Chapter 18
7	Review and Updates	<i>Study! Study! Study!</i> And have some fun too...
9	EXAM #2  FINAL PEER EVALUATION!	Chapter(s) 9-18
14	PRESENTATIONS	Final Projects Due
16	PRESENTATIONS	
21	NO CLASS Easter Monday	
23	PRESENTATIONS	
April 26-May 2	FINAL EXAMS	
May 10	COMMENCEMENT KUDOS TO THE CLASS OF 2014	

** Please note that the contents of this syllabus are subject to change!*

INCLEMENT WEATHER POLICY: In hazardous weather conditions, the College may be closed and classes cancelled, or the college may opt to run on a two-hour delayed schedule (see below). The decision to close or delay the opening of classes will be announced on the inclement weather hotline, 610 625-7995, and will be communicated on the following radio and TV stations: WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WWYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5, WZZO-FM 95.1, and WFMZ-TV (Channel 69).

These closings or delays will also appear at the top of the login page on the College's internet portal AMOS (amos.moravian.edu) as well as the College's website (www.moravian.edu <<http://www.moravian.edu>>). College-wide cancellations *after the start of the class day* will be announced on the public-address system of the HUB, the campus e-mail system, the radio and TV stations mentioned above, and AMOS and the College's website.

TWO-HOUR DELAY: If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, please note that there will be no "A" or "B" periods. A 2-hour delay does not affect courses, which begin at 4PM or later. Those courses would run on their normal schedule, if the college were open. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practice are cancelled for the day when the delayed schedule is in effect.



CAREER CENTER IMPORTANT DATES SPRING 2014

JUST HELPING YOU USE YOUR RESOURCES ☺

** SPRING 2014 EVENTS **

Backpack to Briefcase Career Prep Program

January 10-11, 2014

Moravian College

A 2-day professional development seminar for juniors & seniors! Event includes mock interviews with industry professionals, resume reviews, etiquette dinner and lots of great sessions about what it's like in the real world on topics like financial management, networking, social media, on the job info about benefits and MUCH MORE.
Pre-registration is required and space is limited!

Lehigh Valley Collegiate Career Expo

February 26

12:00-4:00 * Holiday Inn Fogelsville

Bring your newly updated resume and your professional, can-do attitude and join over 100 employers at the annual LVCCE. If you're searching for an internship or a professional position, this is the right place for you. There will be something for every major on campus, so mark your calendar and make plans to attend! Visit www.lvcce.org for a list of organizations attending, directions and other helpful hints. FREE TRANSPORTATION is provided by the Career Center. Contact the Career Center for more information.

Career & Internship Fair

March 20

12:00pm-3:00pm * Johnston Hall

Employers will be on campus to meet with students about jobs and internships. Every major and year of study is encouraged to attend; there will be opportunities for everyone! Different organizations are represented at this event and the LVCCE career fair so students should attend both! Professional dress and polished resumes are required. No advanced registration necessary.

Education Opportunities Day

April 1

9:30am – 3:00pm * HUB

This event is for seniors and juniors in the Education Certification Program and is designed to give students information on the interviewing and job search process. The day also includes a job fair for seniors that will allow students to talk with over a dozen local school districts.

Washington, D.C. Student/Alumni Networking Reception

Spring Semester TBA

Depart campus TBA * Washington, D.C.

There are so many career and internship opportunities in D.C. both on and off Capitol Hill. Join us as we travel to visit with alumni in industries including politics, government, lobbying, art, music, education, civic engagement, and much more. Connections are critical to your success in this area and Moravian alumni are here to help! Advanced registration and prep session attendance is REQUIRED. Space is limited. Note-bus will depart campus at approximately 4:00pm

More events added weekly! Visit www.moravian.edu/career for an up-to-date list of upcoming events! Call us 610-861-1509 or email us thecareercenter@moravian.edu today.

