

MORAVIAN COLLEGE
Economics and Business Department and
Comenius Center
for Continuing, Professional and Graduate Studies

Syllabus
Management & Organizational Theory

Course: MGMT & Organizational Theory
MGMT 223 Z / 223 PM
1 unit

Dates: Spring 2015: January 19 – May 8

Time: Monday, 6:30 - 9:30 pm

Location: Main Campus – Priscilla Payne Hurd Academic Complex, Room 232

Instructor: Marsha L. Stiles, MBA

Office: PPHAC, Room 232

Hours: Monday, 5:15 – 6:15 p.m. or ‘by appointment’

Contact Information:
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Required text and other resource materials

Williams
MGMT 7 (with Management CourseMate Printed Access Card), 7th Edition
ISBN-13: 978-1-285-41966-4

Please note: New text required; used texts will not have a valid access code.

Students are required to register for the CourseMate associated with the text. Instructions are provided with the text, or access the following documents on Blackboard (Course Information folder):

“First Day Powerpoint_Getting Started with CourseMate” (PowerPoint)

“Student User Guide_Getting Started with CourseMate” (pdf)

The Course Key is: CM-9781285419725-0000288

You may use other materials supplied by the textbook publisher for your own benefit if you wish, but no course work or assignments will require that you use such materials. Some assignments may require that you obtain relevant information from newspapers, news periodicals, the internet and other readily available sources.

Blackboard will be used to post relevant class announcements, information and resources; to support discussion forums and journals, as required; and to administer exams. **Students must register in the [MGMT223Z.SP15: Principles of Management](#) course shell for Blackboard.** You must have a Moravian College student email account, but you can enter the email address of your choice in your personal Blackboard profile. Students should update their contact information in Blackboard via the [personal information link](#).

Access Blackboard: <http://blackboard.moravian.edu> or via AMOS

You must have regular access to a computer that is connected to the internet and is capable of supporting all Blackboard functions as well as access to the CourseMate that accompanies the text. The college has free computer facilities available on campus.

This syllabus is distributed for your information at the beginning of the session. The official course syllabus is held in Blackboard. Check that source frequently for updates and changes to this information and schedule.

Course description

From the College Catalog:

MGMT 223. MGMT & Organizational Theory. Presentation of foundational knowledge of the management processes of planning, leading, organizing and control, along with study of classic and emerging organizational theory. 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. Prerequisite: Economics 152
1 unit

Additional detail:

This course is designed to develop theoretical and practical understanding of the essential functions of management and leadership, and to examine the skills required to effectively perform those functions in the current business environment. Core management functions include planning, leading, organizing, and implementing standards and controls. Management roles, functions, competencies, and practice are studied in business and not-for-profit organizations within the context of business ethics, diverse human resources, technology, and the global business environment. Guided discussion and group exercises will be emphasized to build practical understanding.

Program learning objectives related to this course

1. Students will achieve competencies key to the practice of leading organizations:
 - 1.1. Strategic Contribution – The ability to contribute to businesses at a strategic level.
 - 1.1.1. Students will understand the contributions of various management functions to the creation of an organization’s strategy.
 - 1.2. Business Knowledge - Understanding the business and industry of an organization and applying this knowledge to make strategic contributions to their organizations.
 - 1.2.1. Students will understand the economic, financial, and social environments of organizations.
 - 1.2.2. Students will be able to identify key trends that affect organizations by using practitioner journals, networking, and other informational resources.
 - 1.3. Personal Credibility – Developing effective relationships with key people; the ability to deliver results and establish a reliable track record.
 - 1.3.1. Students will be able to communicate their knowledge and contributions via effective interpersonal, written, and presentation skills.
 - 1.3.2. Students will understand and be alert to ethical issues in the workplace.
 - 1.3.3. Students will demonstrate understanding of how to work with others in teams to achieve organizational goals.
 - 1.3.4. Students will exhibit knowledge of the concepts of change management and understand how change is effectively accomplished.
2. Students will develop their general knowledge of the business environment and themselves, and
 - 2.1. show a broad understanding of the interconnectedness of the physical, social, and business environments.
 - 2.2. achieve a more comprehensive understanding of themselves and others through the exploration of literature, science, culture, and other areas of human endeavor.
3. Graduates will achieve increasing levels of responsibility in employment venues.

Learning objectives

Upon successful completion of this course, students will be able to:

1. Understand the basic concepts of management, the history of management and the current challenges faced by organizations.
2. Explore core management functions (plan, lead, organize, control), the role of managers, and how they support successful management of an organization.
3. Recall the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize and control organizations.
4. Understand current thought and practice regarding managerial ethics (including corporate social responsibility) and articulate relevant personal convictions.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
6. Identify, analyze and apply management concepts and processes to real world 'management buzz'.
7. Develop a team-learning venture informed by class learning, research, analysis, and critical and reflective thought.
8. Practice and enhance writing, teamwork and presentation skills.

Course procedures and expectations

Learning is most effective when the students are actively involved and responsible for the experience. Mastery of the subject matter will be best gained through individual study, reflection, and teamwork combined with class discussions and sharing ideas, projects, and reports. This is your class – your learning experience. Students can make the most of this learning experience by adhering to the following guidelines and expectations:

1. Read all assignments prior to class
2. Attend all classes and be prepared with the required text and assignments
3. Participate fully in all classroom discussion and online exercises
4. Utilize the online tools available to you
5. Be alert to management news; maintain and share 'Management Buzz' in each class
6. Complete the exercises which involve opinion generation, analysis, observation, and library research
7. Fully participate in a Concept Presentation.
8. Fully participate in a team-based, semester long learning venture
9. Complete course exams and quizzes.
10. Grammar and spelling count! Proof your work!
11. All research done for written and presentation assignments must be cited appropriately.

12. All electronic communication, entertainment and information devices such as cell phones, tablets, iPods, laptops and pagers must be turned off or silenced during class. Exceptions are made with the instructor's permission, such as a family member health issue. Please refrain from sending/receiving/reading text messages and emails during class sessions.
13. You have the right to use electronic devices, such as a laptop or tablet, to take notes during class. With that right comes the responsibility to use it appropriately. Students who engage in activities other than note taking on electronic devices will lose their right to use these devices to take notes.
14. Email is best used to communicate absences, being late, request an appointment or express a concern. Questions about course material, tests, or assignments are usually best handled by a phone call or an in-person meeting.

Attendance

Students demonstrate their responsibility in the regularity and punctuality of their attendance.

1. Please plan to arrive on time and remain the entire class period. Leaving class at the break will constitute an absence.
2. As part of this policy, 3 days tardy constitutes 1 absence.
3. Excused absences are at the discretion of the instructor and typically are granted for serious illness; a medical or family emergency; a scheduled athletic game; and professional obligations. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to the course instructor. Please notify the instructor (via cell phone or email) prior to the absence, or, in the case of an emergency, as soon as possible.
4. 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 grade letter. If absences exceed 6 in a semester, the student will be issued an 'F' for the course.
5. You are responsible for all information, assignments, revisions, announcements, and information related to this class. Arrange for a few peers that you can rely on to assist you in case of your absence.

Attendance is mandatory!

Grading

Please read the *Academic Policies* section and the *Policy on Academic Honesty at Moravian College* in the Comenius Center's *Undergraduate Academic Policies* manual or in the Student Handbook.

You will have the opportunity to demonstrate your learning through scheduled exams, active class participation, exercises, and projects. **Please note that it is within the instructor's purview to apply qualitative judgment in determining the grade for any assignment and in determining the final course grade.** Excessive absences will lower your final grade. In addition, students will be penalized one half-letter grade per day for late assignments.

Grades will be determined according to the grading summary below:

Exam #1	15%
Exam #2	15%
Exam #3	15%
Concept Presentation	20%
Team-Learning Adventure	25%
Involvement – Energy, Ideas, Exercises, Quizzes, Buzz	<u>10%</u>
	100%

Assignments

General Guidelines and Expectations: Active involvement and participation in this class are key to effective learning. Students are expected to master the material through individual study, analysis, reflection, and teamwork. Students are expected to read and study the assigned material prior to each class meeting, as our meeting time will be utilized to interactively explore management concepts and principles.

Students should:

1. Read all assignments prior to class and come to class prepared for discussion and idea exchange
2. Utilize the CourseMate exercises that are designed to introduce and reinforce important managerial concepts
3. Come to class prepared with the required text and assignments completed

All written assignments must be typed, proofread, and delivered on or before the due date. Written assignments must be typed, double-spaced and printed in a non-cursive 12-point font, with 1-inch left/right margins and 1-inch top/bottom margins, submitted in hard copy form and posted on Blackboard, when directed. Use the spellchecker function. Regardless of your absence from class, all individual and group assignments must be submitted no later than the

date/time they are due in order to receive credit (absent students may submit assignments no later than the date/time due via email.) Please use a left justified header with your name, exercise name, course number, and date unless otherwise specified.

Exams: There will be three exams that will give you the opportunity to demonstrate mastery of the basic concepts, as outlined in the reading material and generated during class discussions. Test questions will be derived from the text, lectures, and in class discussions/presentations. The first and second exams will cover the material assigned as of the specified date. The third exam will cover all subsequent material covered (non-cumulative). ***Students are responsible for reading and comprehending the material presented in the text, even if it is not specifically the topic of classroom discussion.*** Each exam will be a combination of multiple choice and/or essay questions designed to assess your knowledge of basic concepts, your ability to apply principles and concepts learned in class, and may require your personal evaluation of the strengths and weaknesses of those principles and concepts. **Note: Exams are administered via Blackboard.**

Course Learning Objectives Assessed with this Assignment:

Understanding basic principles and concepts of management is the foundation of the course; learning objectives #1 – #5 will be assessed by written examination (as well as by practical application of managerial concepts in classroom and/or online discussions and in the development of individual and group assignments).

Management Concept Presentation: Student teams will be assigned a topic/chapter of the material which will be explored by interviewing a Management professional and asking relevant questions related to the assigned chapter. Students will conduct the interview either by phone or in person (preferred); interviews should be arranged with the Management professional in advance. Interviews are expected to be approximately 30 – 45 minutes long (they can be longer if this is acceptable to the student group and the Management professional), with all team members participating and engaged in the conversation. Following the interview, the student team will prepare a 10 slide PowerPoint presentation that includes the following:

1. Cover Slide – your name, the class and chapter assigned, the date, the professor's name
2. 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 (minimum of 4 - 5 concepts as presented in the text)?
3. Orientation Slide – the name of the person you interviewed; his/her company and title; how long he/she has been associated with the company; why he/she chose a career in management.
4. Concept #1 Slide – what question(s) did you use to connect this concept with the management professional's work; how does this relate?
5. Concept #2 Slide – what question(s) did you use to connect this concept with the management professional's work; how does this relate?

6. Concept #3 Slide - what question(s) did you use to connect this concept with the management professional's work; how does this relate?
7. Concept #4 Slide - what question(s) did you use to connect this concept with the management professional's work; how does this relate?
8. So What? Slide – how has your Management professional aided your learning?; demonstrate the purpose/quality of your interview.
9. AHA! Moments Slide – what did you learn and discover from this exercise; what are your curiosities after this interview?
10. Wild Card Slide – surprise us with what you will include in this slide. This slide does not have to be the '10th' slide – you may place it anywhere in the deck and include whatever information you believe is interesting and relevant in sharing your management concept and interview experience!
11. Please bring a hard copy of your PowerPoint presentation to class on your assigned presentation date. (Please follow the rubric for writing and presentations.)
12. Please post your PowerPoint deck to the designated folder on Blackboard.

Course Learning Objectives Assessed with this Assignment:

2. Explore core management functions (plan, lead, organize, control), the role of managers, and how they support successful management of an organization.
3. Recall the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize and control organizations.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
8. Practice and enhance writing, teamwork and presentation skills.

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 learning, 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 January through April 2015 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 learning 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 4 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.) Prepare a written report to be used as the basis of an oral report w/ visuals that communicates your overall message of this leader (i.e.: collage, poster, original artwork). 4.) Using concepts learned in this class, prepare a PowerPoint presentation that comprehensively communicates important aspects and events in your chosen leader's life. (Please refer to the rubrics at the end of the syllabus for guidance on format of the written report and the PowerPoint.)
- PLEASE USE YOUR MANAGEMENT LENS WHEN CREATING ALL 4 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). You will explore themes, alternative approaches, and new perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss learning in an end of semester team-presentation of your work. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure. Please be prepared to informally present your work and experience(s) over the course of the semester.
- Criteria for Evaluation. All components of the final presentation shall be well written, free of grammatical errors, supported by research, and professionally developed as if you were going to present the project to your boss. 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 will have approximately 30 - 40 minutes to present your work at the end of the semester! All components of the project will be submitted to the instructor on or before the designated due date. ***Each team member will receive the same grade based on the performance of the team as a whole.*** This group work will be guided by the instructor, and a limited amount of class time will be allocated for each group to discuss and plan its work.

The team-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 learning from class, concepts discussed, and material covered in class in your writing. It will be fascinating to reflect back on what you have learned!!

Course Learning Objectives Assessed with this Assignment:

2. Explore core management functions (plan, lead, organize, control), the role of managers, and how they support successful management of an organization.
3. Recall the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize and control organizations.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
7. Develop a team-learning venture informed by class learning, research, and critical and reflective thought.
8. Practice and enhance writing, teamwork and presentation skills.

Involvement - Energy, Ideas, Exercises, Quizzes, Buzz: The following components will contribute to the 'Involvement - Energy, Ideas, Exercises, Quizzes, Buzz' grade:

- Students are expected to complete the assigned readings prior to each class meeting so that they can actively contribute to and enrich classroom and/or online discussions. Quizzes/exercises on assigned readings will be given to ensure that students are progressing in their study of course material.
- Reflection and writing will be used to enhance your understanding of management concepts. You will be reacting to scenarios, case studies, and engaging in exercises that will require you to explore your reactions to information presented as well as your personal convictions on specific topics. Written summaries of readings, case studies, observations, and/or research, will be utilized throughout the course to enhance learning and increase understanding of management concepts. Additional readings and/or research of specific topics may be required in order to satisfactorily gain knowledge and understanding of special topics, as assigned.
- **Access to the online CourseMate is required for this course. Students are required to complete assigned exercises and quizzes as assigned in CourseMate and/or Blackboard.**

Online CourseMate Weekly Assignments:

- Please complete each chapter 'Self-Assessment' and bring to class each week. Students are required to create an organized folder for these assessments; these folders will be randomly collected.
- It is highly recommended that students complete each chapter quiz after we discuss each chapter.

Weekly Assignments:

- Please bring the completed exercise, as assigned, for each chapter to class for each corresponding chapter discussion. (Note: Most of these exercises will be case studies or 'Develop Your Career Potential' exercises that are included in CourseMate. Other exercises may be posted on Blackboard and will be specifically assigned.)

- **Management Buzz:** Students are expected to actively participate in each class. Participation is defined as working actively within your assigned team, adding to the discussion of in-class activities, and completing individual work as assigned. Each student will identify and analyze real-world examples of 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. This assignment will require you to express your opinion or judgment on topical subjects and current events within the business/management world; you will be informed by your reading, research, and classroom discussions. Your goal is to watch the news, listen to the radio, read relevant journals, and surf the web for the most up-to-date '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 random points in the semester) that contains all of the articles and findings shared each week. **Please bring to each class for discussion.**

In addition to CourseMate exercises, case studies, and videos, we may also develop relevant conversations via Blackboard discussion forums.

Course Learning Objectives Assessed with this Assignment

Regular attendance and substantial participation are requirements in order to satisfactorily complete the course work, because discussion and exercises will develop and clarify examples that contribute to your understanding and application of theory. Attendance and active participation in all class and online discussions will support achievement of all learning objectives of this course, with emphasis on the following:

3. Recall the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize and control organizations.
4. Understand current thought and practice regarding managerial ethics (including corporate social responsibility) and articulate relevant personal convictions.
5. Identify and critically assess managerial concepts, perspectives, and skills via individual expression and group projects.
6. Identify, analyze and apply management concepts and processes to real world 'management buzz'.
8. Practice and enhance writing, teamwork and presentation skills

Grades will be determined as follows:

Superior Achievement	A	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 duration of the course.
Great Performance	A-	90 – 92.9	
Very Good Work	B+	87 – 89.9	
Good Work	B	83 – 86.9	
	B-	80 – 82.9	
Above Average	C+	77 – 79.9	
Average	C	73 – 76.9	
	C-	70 – 72.9	
Below Average	D+	67 – 69.9	
	D	63 – 66.9	
	D-	60 – 62.9	
Failure	F	59.9 and below	

General information

I welcome your telephone calls and email communication. I check my email at least twice a day. You may call me at home or on my cell phone any day to discuss your work, but please do not call after 8:00 pm. Please advise me in advance (if possible, a phone call or text message is preferred) if an extenuating circumstance arises that will prevent you from attending a scheduled class. It is your responsibility to contact me after missing a class to discuss the possibility of making up missed work.

Class Cancellation: If the college cancels classes due to inclement weather, the announcement will be posted on the Comenius Center website: <http://comenius.moravian.edu>. I will also post a similar announcement on the Blackboard shell for this course. You should check both websites before coming to each class. Regardless of the weather, if the college does not officially cancel classes, I will expect to be on campus to conduct a class session at the usual time and you are expected to make a reasonable effort to attend. If class is canceled, class time and course material will be made up via an online session utilizing CourseMate and/or Blackboard to facilitate knowledge transfer.

Make-Up Work: Make-up work for credit and make-up exams may be allowed, in extraordinary circumstances, solely at the instructor's discretion. Approved make-up work and make-up exams must be completed at least two days prior to the deadline for submitting final course grades to the college. Approved make-up work and make-up exams may be different from the original work/exam in both form and content, solely at the instructor's discretion.

Academic Honesty: You must review and abide by the section on *Academic Honesty* and *Appendix G* in the *Undergraduate Academic Policies* manual and/or found in the Student

Handbook. Some examples of academic dishonesty that may result in a course grade of “F” include: plagiarism, cheating, hindering other students, representing or submitting another person’s work as your own work, and collaboration with other students (except as expressly allowed or directed by the instructor). I emphasize the need for you to adequately cite references for all resource materials that you may use in the course of preparing your written work.

Cell Phone & Pager Policy: To provide an optimum environment for learning, all cell phones and pagers must be set on ‘silent’ mode while in the classroom; any necessary calls must be answered outside of the classroom. It is expected that all students will refrain from checking texts, messages, email, etc. during class time. All electronic devices are expected to be stored out of sight (not on desks) while taking exams.

Estimated student time commitment

Students are expected to come to class prepared to participate in classroom discussions and exercises. In addition to reading the assigned text and completing assigned exercises outside of the classroom, there is a substantial requirement for students to participate as members of a team to research and develop a group project and presentation. In addition to attending the weekly class meetings, you should expect to work approximately 4-8 hours per week on reading, assignments, online assignments and other preparation for this class in order to successfully complete the course.

Students with disabilities

Comenius Center: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center (610) 861-1400 as soon as possible to enhance the likelihood that such accommodations can be implemented in a timely fashion.

College: Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College’s emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian’s campus.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Syllabus subject to change

The course syllabus is distributed for your information and is subject to change at any time. All changes will be discussed in class and promptly documented for you in written form. The official course syllabus is held in Blackboard. Check that source frequently for updates and changes to this information and schedule.

Appendix A: Class Schedule/Assignments

The contents of this syllabus are subject to change; the official version of the course syllabus is housed in the Blackboard course shell.

Meeting Date	Topic	Readings & Assignments
January 19	Introductions Introduction to Management History of Management 'Management Functions'	Chapter 1 Chapter 2 Journal #1 due 1/22, Noon Set Google alerts & start your MGMT Buzz folder
26	Organizational Environments & Culture Ethics & Social Responsibility 'Ethics & Social Responsibility' Groups formed, topics, team goals	Chapter 3 Chapter 4 Journal #2 (Blackboard), post by 6:30 p.m./bring a hard copy to class on 1/26
February 2	Planning & Decision Making Groups – topics and business leaders 'Develop Your Career Potential' – Ch. 5	Chapter 5 Topics & business leaders due Journal #3 (Blackboard) due 2/13, 12M
9	Organizational Strategy Innovation & Change <i>Exam #1 Review (Ch 1 – 4)</i>	Chapter 6 Chapter 7 Study, study, study!!!
16	Exam #1 Global Management Project Discussions/Status Update	Chapters 1 - 4 Chapter 8
23	Organizational Strategy Concept Presentation Adaptive Organizations <i>Exam #2 Review (Ch 5 – 8)</i>	Group #1 Chapter 9 Study, study, study!!!
March 2	Exam #2 Managing Teams Complete Mid Term Peer Evaluation	Chapters 5 – 8 Chapter 10

March 9		SPRING BREAK! NO CLASS!	Enjoy your time off!
16		Managing Teams Concept Presentation Managing Human Resource Systems Managing Individuals/Diverse Workforce Diversity Concept Presentation	Group #2 Chapter 11, Section 1, & articles Chapter 12 Group #3 Journal #4 (Blackboard) due 3/23
23		Motivation Leadership Leadership Concept Presentation	Chapter 13 Chapter 14 Group #4 Journal #4 Due, 6:30 p.m.
30		Managing Communication Managing Communication Concept Presentation Project Meetings/Status Updates	Chapter 15 Group #5
April	6	Control Managing Information Managing Service & Manufacturing Operations <i>Exam #3 Review (Ch 9 – 18)</i>	Chapter 16 Chapter 17, Sections 1 & 2 Chapter 18, Section 1.1, all Section 2 & 3, Section 4.1 Study, study, study!!!
	13	Exam #3 Final Peer Evaluations	Chapters 9 – 18
	20	Group Presentations Group 1 Group 2 Group 3	All Final Projects Due
	27	Group Presentations Group 4 Group 5	
May 2 – May 8		FINAL EXAMS	
		ENJOY YOUR SUMMER!!!	

Note:

- **Students are expected to read assigned material prior to class and to come to class prepared to discuss the material.**
- **CourseMate 'self-assessments' should be completed weekly; results should be organized and folders will be randomly checked.**
- **All written assignments are due no later than the due date and time listed.**
- **Come prepared for Management Buzz for each class meeting!!!**

Appendix B: Written Assignments Rubric

Format and Mechanics

0 – 2 points	3 - 5 points	6 - 10 points	Score
No cover page Formatting other than as specified. Assignment has four or more spelling and/or grammatical errors. Citations not made as needed.	Cover page and formatting do not meet all specified criteria. Assignment has two or more spelling and/or grammatical errors. Citations, if needed, are appropriate.	Cover page and assignment formatted as specified. Spelling and grammar are correct. Citations, if needed, are appropriate.	

Organization

0 – 2 points	3 - 5 points	6 - 10 points	Score
Writing is disorganized and lacks a logical flow of thoughts and ideas.	Evidence of some organization in writing; information does not always flow in a logical manner.	Writing is organized and flows in a logical manner; information is clear. Evidence of teamwork, if appropriate, is present.	

Content

0 – 5 points	6 - 10 points	11 - 15 points	Score
Substantive content is lacking. Little or no reference to source or textbook information.	Writing has some evidence of thoughtfulness in response to the issue and/or another post, but is only moderately detailed and specific.	Submission is substantive, detailed and specific; clearly answers the question/issue posed.	

Application of Management Concepts and Personal Experience

0 – 5 points	6 - 10 points	11 - 15 points	Score
Submission references and clearly identifies at least one management concept and/or personal experience which relate directly to the topic.	Submission references and clearly identifies at least two management concepts and/or personal experiences which relate directly to the topic.	Submission references and clearly identifies three or more management concepts and/or personal experiences which relate directly to the topic.	
Total			

Comments:

Appendix C: Group Presentation Rubric

Organization

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
Audience cannot follow/understand presentation; there is no sequence of information	Audience has difficulty following presentation; presenters jump from subject to subject without setting a direction for the audience	Information is presented in a logical sequence that the audience can follow	Information is presented logically and in an interesting sequence that is easily followed by the audience	

Subject Knowledge

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
One or more presenter does not demonstrate grasp of information presented; cannot answer questions	One or more presenters demonstrates lack of confidence in understanding of information presented; can answer only basic questions	All presenters are at ease answering questions, but one or more fails to elaborate in explanations	Presenters demonstrate solid knowledge and understanding of material presented; able to answer all questions with explanations and elaboration with more than required	

Presentation (Graphics)

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
Presentation has superfluous graphics/no graphics. Slides are too wordy	Presentation has occasional graphics that rarely support text and presentation; words on slide are sufficient to convey core message	Presentation graphics relate to text and presentation; words on slide are sufficient to convey the core message	Presentation graphics explain and reinforce content and presentation; wording is precise and clearly enhances the core message	

Mechanics

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
Presentation has four or more spelling and/or grammatical errors	Presentation has three or more spelling and/or grammatical errors	Presentation has two or more spelling and/or grammatical errors	Presentation has no spelling and/or grammatical errors	

Presentation (Delivery)

0 – 5 points	6 – 10 points	11 – 15 points	16 – 20 points	Score
One or more presenters read slides/notes with no eye contact. Presenter does not project voice so audience in back of room can hear clearly, mumbles, mispronounces terms	Presenter has occasional eye contact with audience but reads most of presentation. Voice is low, terms incorrectly pronounced; audience has difficulty hearing	Presenters maintain eye contact most of the time. Voices are clear, project well so most audience members can hear without difficulty. Pronunciation is mostly correct	Presenters maintain eye contact with audience and are at ease, seldom returning to notes. Voices are clear, project well so all can hear. Correct pronunciation of all terms	

Comments:

Total

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