

**Albers School of Business & Economics**

**MGMT 3000 – Principles of Management  
Fall Quarter 2019**

**Section 02:** Tuesday & Thursday – 8am to 10:05am  
Room: Pigott 203

Course Instructor: Colette Hoption  
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Office Room: Pigott 410  
Phone number: 206-296-5717

Office Hours: Tuesday & Thursday  
10:15am – 12:15pm; or by appointment

**Course Overview**

This is an introductory course to the study of management in organizations. We will survey a variety of phenomena that affect organizations and the people who work within organizations. Goals of this course include familiarizing students with organizational dynamics, and developing communication skills and critical thinking skills. Lectures, discussions, and exercises will be used to facilitate these goals. The workload for this course is moderately high, including readings from an introductory textbook, and supplementary articles. Students will also be asked to participate in class discussions, complete three quizzes, work in groups, and take a final exam.

**Course Objectives**

1. Provide an understanding of the fundamental theories of organizational behavior, human resource management, strategic management, and organizational theory;
2. Familiarize students with managerial terminology (basic management concepts/terms);
3. Provide opportunities to develop and practice interpersonal skills necessary for managerial success; and
4. Develop problem solving and critical thinking skills through the analysis of organizational issues/problems.

**Required Text**

Williams, Chuck. MGMT11. Mason, OH: South-Western Cengage Learning.

\*Note that any version of the textbook is acceptable; however, the page numbers and chapters referenced on this syllabus correspond to MGMT<sup>3</sup>.

Canvas contains links to required readings outside of the textbook.

**Grade Distribution**

I assign percentages to assignments. I convert the percentages to letter grades at the end of the quarter using the following conversions: A = 93% – 100%; A- = 86% – 92.9%; B+ = 79% – 85.9%; B = 71% – 78.9%; B- = 64% - 70.9%; C+ = 57% - 63.9%; C = 50% – 56.9%; etc.

### Use of Technology in Class

I understand that some students use laptops in class to take notes. This is fine as long as the student can resist temptations to email, surf the Internet or instant message! Rarely, I will allow recording devices in class; you need to ask for permission first. Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Finally, cell phones should be switched off or on silent mode throughout the class. **If your phone does accidentally go off, please turn it off immediately, and do not answer the call.** If you absolutely need to keep your phone on, let me know at the start of class. Examples of good reasons for leaving your cell phone on would be child-care commitments, looking after a frail relative, or a close relative is in hospital.

### Course Breakdown

Course Activity	Weight	Details on page...
Final Exam	40%	3
Quizzes	36%	3
Management in the Headlines	15%	4-5
Group Presentation	5%	3
Group Participation	4%	3

### A note on free riding

Group work is involved in this class. Free riding sometimes occurs in group work; free riding occurs when one or more members of a group fail to contribute to group work and discussions. Symptoms of free riding include (but are not limited to) ignoring group emails, absences from group meetings, and no conceptual contribution to group work.

Here are some things you should know about my treatment of the free rider problem:

1. I am prepared to help if your group runs into a problem with free riding.
2. I am also comfortable with giving free riders a zero on the Group Presentation or other group assignments.
3. If you do run into a problem the free rider should be informed as clearly and as early and as often as possible that your group is dissatisfied with the person's contributions.
4. Make sure that your group's free rider problem is documented by e-mails [with cc. to me (hoptionc@seattleu.edu) on each of your e-mails to the free rider].
5. In the end, if there is clear evidence of no contribution (see 3 and 4 above), leave the person's name off the group assignment.
6. I will inform the free rider that s/he will receive a zero on the group assignment.

\*Courtesy of Dr. Bill Cooper at Queen's University\*

## Final Exam

The purpose of the final exam is to evaluate your learning from the course in its entirety. Your final exam is scheduled for **Tuesday, December 10** at 8am – 9:50am.

The final exam will be case-based and open-book. You must bring your own materials to class; you may not borrow other students' notes, text, etc. during the final exam. You will receive the final exam case in advance. To further help you prepare for the final exam, I will administer three quizzes during the quarter (see below). You can think of the final exam as a longer quiz. Due to the nature of the final exam, I will be unable to modify the exam day/time.

## Quizzes

There will be 3 quizzes in this course. The quizzes will be case-based and open-book. **You may not borrow any materials from other students during a quiz.**

There are no make-up quizzes in this course; so, if you are absent on a quiz day, then you will receive 0 on that quiz. If you have missed the quiz for a legitimate reason (determined by me) such as a medical emergency, then we can discuss a suitable course of action.

These are the days when the quizzes will take place:

	Date
Quiz 1	Thursday, October 17
Quiz 2	Thursday, November 7
Quiz 3	Tuesday, December 3

## Group Presentation

Each group will choose **one** of their "Management in the Headlines" assignments (see next page for details) and present it to the class. The goals of this assignment are to help students see the relevance of management topics in today's world, demonstrate your management expertise, exercise your communication skills, and follow-up on any developments that have unfolded since the publication of your news article. To ensure that we hear different presentations, there will be a sign-up sheet (in the latter half of the course) so students can "claim" their topic.

All groups will present on Thursday, December 5. All group members must participate in the presentation; for every group member who fails to participate, all group members will forfeit 5% of the group presentation grade.

In addition to my rating, your peers will also provide a rating of your presentation. The exact rating form is on Canvas. In general, you will be evaluated on your knowledge, clarity, audience engagement, and organization.

## Group Participation

Students will have the opportunity to evaluate each of their group members at the end of the quarter. I will distribute evaluation forms in class; the forms will ask you to list each of your group members and then, assign them a participation grade. I will determine your group participation grade by averaging your team members' ratings of your participation.

## Management in the Headlines (MITH)

Management in the Headlines is a group assignment designed to highlight the way our course topics relate to current events. To complete this assignment, your group will submit a newspaper article (published no earlier than September 1, 2015 in outlets such as Wall Street Journal, Seattle Times, Globe and Mail; please include bibliographic information) and provide a 1-3 pages reflection (typed, double-spaced, 12pt Times New Roman font, 1 inch margins) detailing how that newspaper article relates to our latest course topics (see below for prompts to help you tackle the assignment). Being a group assignment, students will gain exposure to various perspectives, benefit and learn from different writing styles/strengths, and if each group member contributes at least one newspaper article, then groups will benefit from having a greater number of articles from which to choose.

Groups will have class time (approximately 20 minutes) to discuss potential newspaper articles, and approximately one week later, on behalf of the entire group, a designated group member will submit the final submission. Submissions are accepted online and due at the start of class. **Late assignments are not accepted.** During the discussion period, the following questions could be posed with regards to each possible newspaper article; the richness of your answers should determine which article to ultimately select for your written assignment:

- Through this newspaper article, are any management course concepts challenged?
- Having read this newspaper article, do you see the need to refine any of our course material to better capture the reality of organizational life?
- What changes would our management course material suggest in order to improve the practice(s) featured in your newspaper article?
- How would you use our management course material to support the initiatives/new practices featured in your newspaper article?
- Why should a management student read this article?

You are free to answer any **or** all of the above questions in your final submission. Please do not feel any pressure to address all the questions, as some of them might not apply. You can even pose your own questions as they arise. See Canvas for the grading rubric used to evaluate these assignments.

As you can see from the table below, there will be five occasions to submit an assignment, but groups can only complete **three submissions**. Which three should groups submit? That depends entirely on each group's confidence with the topic(s), time available to submit by the due date, and overall interest in the article.

The newspaper article will feature the following course topic(s)...	The day when you'll have class time to discuss your assignment is...	The assignment is due at the start of class on...	Name of group member who will submit the assignment
<ul style="list-style-type: none"> <li>Organizational environments and culture</li> </ul> <b>And/or</b> <ul style="list-style-type: none"> <li>Ethics, social responsibility, workplace deviance</li> </ul>	Thursday, October 3	Thursday, October 10	
<ul style="list-style-type: none"> <li>Planning &amp; decision-making</li> <li>Commitment</li> </ul> <b>And/or</b> <ul style="list-style-type: none"> <li>Management teams</li> </ul>	Tuesday, October 15	Tuesday, October 22	
<ul style="list-style-type: none"> <li>Managing HR systems</li> </ul> <b>And/or</b> <ul style="list-style-type: none"> <li>Diverse Workforce and Perception</li> </ul>	Thursday, October 24	Thursday, October 31	
<ul style="list-style-type: none"> <li>Leadership</li> </ul> <b>And/or</b> <ul style="list-style-type: none"> <li>Motivation</li> </ul>	Tuesday, November 5	Tuesday, November 12	
<ul style="list-style-type: none"> <li>Designing adaptive organizations</li> <li>Organizational change</li> </ul> <b>And/or</b> <ul style="list-style-type: none"> <li>Organizational strategy</li> </ul>	Thursday, November 14	Tuesday, November 26	

You will be assigned a **group mark** for your work. If a group member was absent on the day allotted for the discussion, they can still participate in (and get credit for) the assignment by emailing (or using any other form of communication) the group potential articles and contributing to the writing of the assignment. However, if a group member fails contribute to the assignment, then his/her name should be omitted from the assignment and that group member will receive zero.

## Topics, Readings, & Schedule

Date	Topic	Textbook Readings	Library Readings <sup>1</sup>	Notes
<b>September</b>				
26	What is MGMT?			
<b>October</b>				
1	Organizational Environments & Cultures	Chapter 3	<b>The Smile Factory</b>	
3	Ethics, Social Responsibility & Workplace Deviance	Chapter 4	<b>Harnessing the Science of Persuasion</b>	
8	Planning & Decision-making	Chapter 5		
10	Commitment		<b>Commitment &amp; Consistency Lab Rats</b>	<b>MITH #1 due</b>
15	Managing Teams	Chapter 10		
17			<b>*Quiz 1*</b>	
22	Managing HR Systems	Chapter 11	<b>The Order of Things</b>	<b>MITH #2 due</b>
24	Diverse Workforce & Perception	Chapter 12 & pages 331-335	<b>Getting In (Optional)</b>	

<sup>1</sup> Please consult Canvas for more information on how to access these readings. Where possible, I've provided links to readings.

29	Leadership	Chapter 14		
31	Motivation	Chapter 13	Six Dangerous Myths about Pay	MITH #3 due; Informal course evaluation
<b>November</b>				
5	Designing Adaptive Organizations	Chapter 9		
7			*Quiz 2*	
12	Organizational Change	Chapter 7		MITH #4 due
14	Organizational Strategy	Chapter 6		
19	Group Work Day			
21	Communication	Chapter 15	Navigating the Cultural Minefield	
26	Work & Well-Being		Work & Well-Being	MITH #5 due
28	NO CLASS – THANKSGIVING BREAK			
<b>December</b>				
3			*Quiz 3*	
5	Group Presentations			Group Participation Evaluation; Final Exam Case Revealed
10	FINAL EXAM: 8AM – 9:50AM			

## Academic Dishonesty and Professional Conduct

### Academic Integrity

Academic integrity is expected in this class. Academic integrity means that you approach all assignments within the letter and the spirit of the class rules. These rules exist to maximize the learning experience for all students, preserve the integrity of the class, and to help you practice the high level of integrity expected from business professionals. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the particulars of the situation fully to me. Academic dishonesty, as defined by university policy, will not be tolerated in any form. Activities that constitute academic dishonesty in this course include (but are not limited to): (1) copying text/article passages verbatim or paraphrasing those passages in your paper without referencing the original source (including internet sources); (2) consulting those who have already taken quizzes or completed assignments for MGMT 3000 before you hand in your own work; and (3) working with non-team members on team assignments.

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy: <https://www.seattleu.edu/registrar/Policies.aspx?id=31514>.

Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include (but are not limited to) fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from co-operation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting. If you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title, and date of publication. You can cite it within your narrative using parentheses to enclose the information or use footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your paper.

The following are some examples of academic dishonesty. As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

#### Exams and Tests

- Impersonating someone in an examination or test. Copying from another student, or making information available to another student.
- Submitting a take-home examination written, in whole or in part, by someone else. ☒ Failing to obey or comply with exam regulations or instructions of a proctor.

#### Essays and Assignments

- Submitting an essay written, in whole or in part, by some else as one's own. Preparing an essay or assignment for submission by another student.
- Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else, for the purposes of plagiarism.
- Using direct quotations or large sections of paraphrased material without acknowledgement.
- Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism
- Submitting the same piece of work in more than one course without the permission of the instructor(s).
- Unauthorized removal from the library, or deliberate concealment, of library materials.



## Official Documents

- Altering transcripts or other official documents relating to student records.
- Misrepresenting one's credentials.
- Creating or altering letters of reference.

Any student who commits such an offence runs the risk of a range of sanctions from receiving a grade of zero on the assignment or receiving a failing grade for the course, subject to my discretion. Additional information can also be found at <http://www.seattleu.edu/library/Inner.aspx?id=22712>.

## Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)  
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

## Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

## Accommodations for Students with Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

## Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email: [ois@seattleu.edu](mailto:ois@seattleu.edu); phone: 206.296.2824**)