

MGMT 3000 01

Principles of Management

Winter, 2020 (MWF, 2:05-3:30pm, Pigott 200)

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Office Hours: by appointment
Class Website: located at <https://seattleu.instructure.com/login> (CANVAS)

I. COURSE OVERVIEW

Course Description:

This course is designed to provide students with the knowledge to understand the functions and challenges of management. All organizations face management challenges associated with planning, organizing, motivating, and leading. For this reason, understanding the fundamentals of various management and organization theories is critical. This class provides opportunities for students to apply these theories and to practice and develop important managerial skills. These skills can be utilized in your professional as well as personal lives.

The course begins with a historical overview of the management field and then moves to the specific areas of management. Special emphases will be given to helping students to develop their own perspective on management and to provide tools to become more effective in managing, leading, and working in teams.

Learning is achieved mainly through interactive exercises and class discussions, supplemented by mini-lectures, readings, and videos. Student success and progress will be measured by examinations, individual writing assignments, reflections on group work, and class participation.

Required Text:

Atlas Black: The Complete Adventure, (by Short, Jeremy, Bauer, Talya, Ketchen, Dave, Simon, Len) ISBN: 978-1-4533-1311-4. This book, which is a graphic novel, is available for \$10.00! It can be downloaded at: <http://www.teacherspayteachers.com/Store/Jeremy-Short> (select “other” for educator options).

You must bring the text readings to class each session, electronically or printed.

Course Objectives & Learning Goals:

The purpose of this course is to introduce you to the study of management. More specifically, the learning goals of this course are to:

1. Understand and apply fundamental theories of organizational behavior, human resource management, strategic management, and organizational theory;

2. Understand and apply important managerial terminology (basic management concepts/terms);
3. Practice and develop interpersonal skills necessary for managerial success; and
4. Develop problem solving and critical thinking skills through integration and through analysis of organizational issues/problems.

General Format of Class Meetings

To achieve the goals established above, the course meetings will be (roughly) structured, combining class discussions, short lectures, and exercises. Reading assignments will provide a basis for all of the above and really MUST be completed prior to each class session. Students should come to class prepared to summarize the major points and be able to apply readings to in-class exercises and analyses. Please be aware that students will take high level of responsibility for their own learning and that of others. The instructor will provide guidance. I aim for a challenging and fun class environment!

II. EXPECTATIONS

Students

In order to achieve the learning goals, your role is to come prepared to participate in active discussion, debate, and problem solving. Students are held responsible for:

- Completing all reading assignments prior to each class;
- Bringing the text to class (hardcopy or electronic);
- Actively participating during class discussions and exercises;
- Completing assignments as scheduled to demonstrate and enhance learning; and
- Fostering a climate of respect for other class members and the instructor (no cell phone calls, no reading/doing work for other classes, no sleeping, etc.)

Instructor

The instructor's role is to create an environment and provide resources which foster accomplishment of learning goals. This includes:

- Providing applicable reading assignments;
- Leading meaningful lectures, discussions, and exercises related to course materials;
- Treating each student with respect and dignity; and
- Clearly articulating the requirements for course assignments.

III. PERFORMANCE APPRAISAL

Overview of assignments

ASSIGNMENT	RELEVANT LEARNING OUTCOMES	RELATIVE VALUE	DUE DATE
1. Constructive contribution in class	Outcomes 1,2,3,4	20%	Ongoing
2. Mid-term exam	Outcomes 1,2,3	25%	2/10
3. Final exam	Outcome 1,2,3	25%	3/17
3. Reflection on Team Experience	Outcome 1,3,4	15%	Ongoing; 3/17
4. Team Workshop	Outcome 1,2,3,4	15%	2/28 thru 3/4

Grading Scale: The following grading scale represents minimum grades for given percentages: A = 94% or above; A- = 90-93.9%; B+ = 87-89.9%; B = 84-86.9%; B- = 80-83.9%; C+ = 77-79.9%; C = 74-76.9% and so on; F = 0 to 59.9%.

Supporting Assignments

Discussion question sign up: Students are asked to sign up for one day during the quarter, during which they will pick a discussion question for us to review in class. To complete this, the student is asked to review the discussion question list located on CANVAS, select one, and communicate to the class (in class) which question they picked with a brief comment stating why they picked it. I will bring the sign-up sheet to class. Details can also be found on CANVAS at the assignments page.

Surveys and Assessments: Throughout the course, students may be asked to complete one or more online assessments. These are fun, informative, and can be very eye-opening. Please check the assignments page on CANVAS for details and due dates of any assessments that are assigned.

Examinations (Midterm and Final) (25% of final grade each)

Two examinations (a mid-term and a final) will be administered in this course. The format of the exams are undetermined at this time.

Constructive Contribution (Class Participation & Attendance) (20% of final grade):

The material presented in this course is best understood in an interactive environment with lively discussions and experience sharing. Class Participation consists of in class contributions and attendance.

1. Your constructive contributions to class discussions and your ability to listen to others are important elements of the class. In order to achieve this environment and to meet the learning goals, students are expected to participate in active discussion, debate, and problem solving. I may at times “cold call” students to solicit contributions and participations to enhance class discussions. You should note that it is both the quality AND quantity of your participation that counts. In addition, throughout the quarter, there will be numerous interactive exercises and decision-making activities in class. Your active participation in these activities will also count towards your class participation grade. **Tip:** High quality participation demonstrates that you are reading the material and listening to your classmates; it helps to further everyone’s learning about the ideas in the text or helps to develop and deepen the ideas of fellow classmates.

2. Students are expected to attend and to come on time to all classes. Roll is taken at the beginning of each class period. Please note that material not contained in your textbook will be covered during class meetings and you are responsible for such material if you

have to miss a class. In the instance that you must arrive late or miss a class for legitimate reasons, you are expected to inform me prior to the class period.

To help you assess class participation and attendance expectations, please see the Rubric attached at the end of this syllabus (Appendix A).

Team Workshop Assignment (15% of final grade)

Team interactions, processes, and performance are key components of management and organizations. The team project for this class is an important learning tool and will be an opportunity to further develop your understanding of management. In this project, students will be formed into teams of (likely four or five students each) on the 3rd or 4th day of class.

Team Training Workshop:

You and your team members will "team-train" the class regarding a certain Management topic (NOT LIMITED TO THE CHAPTER). Many methods can be used to train people, and this is your opportunity to gain experience in training. Your team will be required to "train" the other class members on your choice of topic relating to the chapter to which you are assigned. Pick your topic wisely – it should be narrow enough so that you can really teach your audience something valuable and interesting in just 25 minutes!

You may choose any method you deem appropriate to conduct your training (generally training sessions combine a variety of the following: power point presentation, handouts, exercises, role-plays, games, etc.). I ask that you use 2-3 of these techniques. All team members must participate in the team training presentation. You will be allotted 25 minutes to conduct your training.

You will be evaluated based on the following primary criteria (specific grading criteria is provided in Appendix B):

creativity – a number of methods can be used to conduct your exercise. Your team could/should include case analysis, role playing, experimentation, "game-show playing", or some unique form of audience participation. The idea is to make the material you are trying to teach the class fun to learn about.

effectiveness - your method of workshop should be effective in conveying your topic to the class. Specific consideration of assigned materials is required. If at the end of your exercise, the class is confused or disengaged regarding the subject of your exercise, it reflects upon the effectiveness of your workshop. Though these exercises should be fun, not taking them seriously could impair effectiveness.

Team Executive Summary:

Each team will also be responsible for producing a SHORT written executive summary relating to their team training assignment. This is due on the same day that your workshop is conducted. This short paper **must** be 1-2 pages in length (double-spaced, 12pt, times new roman font, 1 inch margins, not including references and any appendices) and must address 3 primary questions. The process of crafting the paper will help you develop an effective and impactful workshop. The best workshops often are

when all team members are clear on the answers to these 3 questions and they design their workshop with the questions in mind. The 3 questions are:

1. What is your team's primary vision or goal for your team training topic? That is, what do you want the class to really know about your team training topic? For what purpose? (This vision should be clear and compelling).
2. Why should anyone care about your vision or goal from question 1 above? Put yourself in your audience's shoes for a moment and consider: what might they benefit from your workshop? Why is it worth their time to fully listen and engage your workshop? (Include a few sentences about how your plan to communicate this during the workshop to keep your audience engaged).
3. What do you want your audience to remember after your workshop is done? Is it a new strategy, new skillset, new experience, or new knowledge base for dealing with an issue related to your topic area? (Identify and write about 1-2 clear take-aways/ lessons learned that you want the class to remember later).

Effective Team Executive Summary papers demonstrate the team's ability to think critically about their team training topic, purpose, and impact. They also exhibit high writing quality, which includes grammar, logic, flow, and thoroughness. For developmental purposes only, I may also share these papers with others in your class and ask for peer feedback on the extent to which your workshop clearly and effectively addressed these 3 questions. Peer feedback is highly informative. It will not be used as part of my assessment of your team's grade.

Note Regarding Team Performance Evaluation: Your individual grade on the team project will be calculated based on your team grade. To *help* mitigate issues of social loading or "free-riding," students MAY have the opportunity to provide the instructor with peer evaluations of team member performance. These peer evaluations are optional and will be confidential (seen only by the instructor) and MAY be utilized to adjust your individual grade (positively or negatively). Peer evaluation forms, if provided, will ask you to assess each team member on areas such as:

- *Participation in team events:* did the team member participate in most, if not all, of the assigned team assignments?
- *Fair workload:* did the team member take on his/her share of the overall workload?
- *Quality of work:* was the quality of the team member's work high, adequate, or inadequate (required re-working by another team member). Evaluate written work and presentation skills.
- *Team interaction skills:* did the team member interact effectively with other members of the team? Did the member handle conflicts constructively? Did the member communicate often with other team members?

Reflection on Team Experience (15% of final grade)

Did you know that a large majority of a team's dynamics solidify within the very first meetings amongst the team members? These dynamics then play a persuasive and consistent role going forward. As such, paying attention to and reflecting on the early

events that occur in your team can 1) enhance the probability of successful team experience and 2) maximize your overall understanding of team processes and performance so that you can apply lessons learned to your future work teams.

This assignment includes 3 parts. Each part can be written efficiently and informally (bullet point is fine) with the EXCEPTION of #3 below. All 3 parts should be posted to CANVAS as one file at the end of the quarter. This is not meant to be a time intensive, formal writing task, but rather an opportunity to record valuable data throughout the quarter that will help you succeed in and better understand your current and future team experiences. Answer ALL questions asked below.

1. Reflection after your first team meeting.

- What are your first impressions of your group's ability to complete its task? What are your first impressions of your teammates' personalities and leadership potential? What are your first impressions of your *team's* personality? What are you noticing about your own behavior and leadership potential?
- Be sure to directly draw upon the management concepts we discussed in class to this point.

2. Reflection at the mid-point.

- After looking back at your initial reflection, were your initial impressions confirmed or disconfirmed? What is working well? What could be improved upon? What norms have developed and when did they start?
- Be sure to directly draw upon the management concepts we discussed in class to this point.

3. Reflection after your last meeting (Please write this one in formal language)

- Looking back, how did you influence your group's overall experience?
- Looking back, how did this group experience influence you?
- Be sure to directly draw upon the management concepts we discussed in class throughout the quarter.

Tips: Reflection papers are evaluated based on thoroughness, insightfulness, and timeliness of reflections and connections to course concepts. Please do cite and give credit to our book or to any other sources as you are drawing upon them in your reflections.

IV. ADDITIONAL POLICIES

Submitting assignments:

Unless otherwise noted, all assignments must be submitted to me on CANVAS prior to class time (as instructed). Please adhere to any assignment requirements (e.g., if a paper assignment states a 3 page maximum, I will read and grade only up to 3 pages).

Submitting questions via email or CANVAS:

Whenever your email or post an online question for me, I ask that you also provide your best guess at the answer to the question along with the question itself. I recognize that you have the question precisely because you aren't sure of the answer, but nonetheless, **still try your best and**

tell me what you *think* the answer is and why. This will enable me to give you much richer and more helpful feedback, and it significantly builds resourcefulness (more about this in class!).

Make-up examinations:

There are no make-up examinations, except in the event of extreme and unavoidable circumstances, at my discretion.

Assignment deadlines and extensions:

Since I block out times in my own schedule specifically for grading your work, I have a policy of not accepting late work. Since I also understand how demanding your work and school and life are as well, I do allow a 1 day-grace period (24 hours). This carries with it a penalty of 1 letter-grade, subject to my discretion.

Course schedule:

The anticipated course schedule is provided below. However, especially given the nature of this course, at times, changes to the schedule may be necessary and will be communicated to you in advance.

Course data:

Like many faculty, I treat my teaching – and your learning – as a scholarly endeavor in the hope that I can improve the course each time I teach it. This means that I may use the regular data I gather (your assignments, our communications, my reflection notes on each class) to produce research that can inform not only my own practice, but also that of others through scholarly publications. If I do so, I guarantee that all data will be used anonymously.

University resources and policies:

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)

Notice for students concerning 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: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies

Academic Integrity:

Academic integrity is expected in this class. Academic integrity means that you are expected to 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: (1) copying text/article passages verbatim or paraphrasing those passages in a paper without referencing the original source (including from the internet); (2) consulting those who have already taken MGMT 3000 about assignments before they are due or about exams before they are taken; (3) working with non-team members on graded team assignments; (4) using unauthorized materials or resources during examinations and quizzes; and (5) consulting or borrowing unauthorized material with your classmates or others when writing your individual reflection papers. If you observe instances of dishonesty, please report them to me immediately. Academic dishonesty cheapens the value of your degree and undermines the quality of your education. University procedures will be used to investigate reported instances of dishonesty.

Plagiarism:

Plagiarism and cheating are against university policy. I have a strict policy on both. The penalty for either offense will be to assign a failing grade to the test/paper or to assign a failing grade for the course, subject to my discretion. With respect to plagiarism, 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 endnotes or footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your papers and assignments.

V. COURSE SCHEDULE (Anticipated)

DATE	TOPIC	ASSIGNMENTS DUE
1/6	Introduction to the Course	Supporting Assignment: Sign up for discussion question “picker” (IN CLASS) Student Information Sheet
1/8	Online Assessments	Completed during class time.
1/8-1/13	Chapter 1: No So Ancient History	Read Chp 1, review discussion questions and PPTs prior to class
1/15-1/22	Chapter 2: How to Make Good Decisions (And Avoid Bad Ones)	Read Chp 2, review discussion questions and PPTs prior to class
1/20	NO CLASS: Martin Luther King, Jr. Day	
1/24-1/29	Chapter 3: Blood, SWOT, and Tears Workgroup Time 1/27 and/or 1/29	Read Chp 3, review discussion questions and PPTs prior to class
1/31-2/3	Chapter 4: Human Resources – Sail or Anchor	Read Chp 4, review discussion questions and PPTs prior to class
2/5	Chapter 5: Chartering the Future: Organizational Structure and Fit	Read Chp 5, review discussion questions and PPTs prior to class
2/7	Exam Prep	Team topics due 2/7 – you will work on this in class
2/10	EXAM I	
2/12-2/14	Chapter 6: Effective Communication – Can You Hear Me? Workgroup Time 2/12 and/or 2/14	Read Chp 6, review discussion questions and PPTs prior to class
2/17	NO CLASS: President’s Day	
2/19-2/21	Chapter 7: Negotiation and Conflict – Thriving on Chaos	Read Chp 7, review discussion questions and PPTs prior to class Team outlines due 2/19
2/24-2/26	Chapter 8 : Group (Mis) Behavior	Read Chp 8, review discussion questions and PPTs prior to class
2/28-3/4	Team Workshops	

3/6- 3/9	Chapter 9: How to Lose Friends and (De) Motivate People	Read Chp 9, review discussion questions and PPTs prior to class
3/11 - 3/13	Chapter 10: Leadership – I've Got the Power! Or Do I?	Read Chp 10, review discussion questions and PPTs prior to class
3/16	Exam Prep, Class Wrap Up ☺	
3/17	EXAM II (TUESDAY, 3/17, 2pm-3:50pm)	Final Exam Reflection on Team Experience due 3/17 at 2pm

APPENDIX A

Attendance and participation expectations

This class is highly participative and fun. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance. Here's how participation is assessed.

PARTICIPATION GRADING RUBRIC

	4	3	2	1
CRITERION:	POSITIVE ATTRIBUTES			
Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.	Frequently	Occasionally	Seldom	Almost never
Finds ways to connect own comments to the comments made by other students in class.	Frequently	Occasionally	Seldom	Almost never
Uses language that is appropriate for the classroom and is courteous towards other students and the professor.	Frequently	Occasionally	Seldom	Almost never
Demonstrates that s/he is doing the reading through questions, answers, and comments in class.	Frequently	Occasionally	Seldom	Almost never
	NEGATIVE ATTRIBUTES			
Misses class.	Almost never	Seldom	Occasionally	Frequently
Shows up late to class.	Almost never	Seldom	Occasionally	Frequently
Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.).	Almost never	Seldom	Occasionally	Frequently

APPENDIX B

Team Training Workshop – Grading Criteria

Criteria for Team Training Workshop (each of the 3 parts are equally weighted)

I. Content

1. The workshop is dealing with issues that are important and relevant to the concepts of management (and this is effectively articulated in the workshop)
2. An adequate amount of supporting details and information is provided to the audience (neither too little or too much)
3. An engaging and succinct overall (key) message is emphasized clearly and strategically throughout the workshop

II. Interaction and Engagement with Audience

1. Extensive and active use of interactive methods to engage the audience
2. Creativity in the delivery of material to the audience to maximize learning

III. Presentation Style and Effectiveness

1. Speakers are professional and clear in communicating with the audience
2. Speakers are enthusiastic and interested
3. The workshop is effectively organized and logically flowing across sections

* **Remember:** The Team Training “Workshop” is *not* a traditional “Presentation.” Teams should view their role as facilitators of an interactive learning experience (where a variety of creative and interactive methods are utilized to effectively demonstrate the relevance and value of the material you wish to teach your audience). Remember, not *all* of the material on a particular topic area needs to be/should be included. You have only 25 minutes to provide a compelling, clear, and impactful workshop.