

**HAMPTON UNIVERSITY**  
**School of Business - Department of Management**  
**Course Syllabus – Spring 2010**  
**MANAGEMENT 301 - BUSINESS ORGANIZATION AND MANAGEMENT**

<u>SECTION</u>	<u>DAYS</u>	<u>TIMES</u>	<u>CLASSROOM</u>	<u>INSTRUCTOR</u>
MGT 301-04	MWF	9:00-9:50 am	BU - 101	Makamson
MGT 301-06	MWF	10:00-10:50 am	HH - 165	Makamson
MGT 301-07	MWF	11:00-10:50 am	BU - 208	Makamson
<u>PROFESSOR</u>	<u>OFFICES</u>		<u>OFFICE HOURS</u>	
Dr. Lee Makamson	Buckman 211	Office Tel. 727-2153	MWF - 8:00-9:00am	
	Home Office Tel: 838-1597	Residence Tel.: 827-4738	MWF -12:00-1:00am	
	E-mail: <a href="mailto:emakamson@cox.net">emakamson@cox.net</a>		MWF -2:00-3:30pm	
	Website: <a href="http://www.mgmtguru.com">http://www.mgmtguru.com</a>		And, by appointment	

**REQUIRED TEXT AND MATERIALS:**

**Management:** Leading and Collaborating in the Competitive World (8<sup>th</sup> Ed.). Bateman and Snell. ISBN13-978-0-07-338142-8. [The e-book edition is available at a reduction from [www.mhhe.com/bateman8e](http://www.mhhe.com/bateman8e). If you have purchased a new book register at the publisher's website for additional course materials.]

**Other:** Students are expected to use the Internet to access and read materials.

**CATALOG DESCRIPTION:**

A survey and foundation course in management that typically covers the development of management as a discipline and current theories and practices of leading, organizing, decision-making, communications, and controlling applicable to the business enterprise.

**PREREQUISITES:** None

**COMPETENCIES AND ASSESSMENT:**

Below are the Management Competencies addressed by this course. To the right are descriptions of how outcomes are assessed in this course.	How Assessed	4 Objective Tests	Comprehensive Final	Case Analysis	Experiential Assignment	In-class Interaction
<b>Student Competencies Developed by this Course:</b>						
G1-1.1. Demonstrate proficiency: Recognize major theories and concepts that define the field of management.						
G1-1.2. Master essential components: Identify and use terminology common to the areas of management including Human Resource Management, Operations Management, Policy and Strategy, International Business and Business Law.						
G1-1.3. Practice management skills: Demonstrate ability to apply a practical management tool						
G-1-2.1. Demonstrate concepts and theories of leadership: Show acquisition of terminology and basic concepts that typify management's construction of leadership, group dynamics, individual contributions, and conflict.						
G-1-2.2. Demonstrate appreciation of cultural diversity, conflict management and negotiation: Through group participation exhibit the ability to practice these concepts.						
G1-3. Demonstrate an understanding of differing ethical and value systems and their consequences: Recognize individual and societal differences in ethical values and how these differences influence behavior and decisions.						
G2-1. Critical thinking: Demonstrate problem solving skills by evaluating and analyzing a business problem						
G2-2. Global perspective: Recognize basic managerial concepts related to globalization of business.						
G2-3. Global perspective: Show a basic understanding of how the changing political, legal, social, technological, demographic and physical environments affect management.						
G2-4. Perform basic mathematical calculations to understand and apply statistical measures.						Not used in this course.
G2-5. Research: Complete a research project to test hypotheses.						Not used in this course.
G2-6. Apply concepts and theories from various business disciplines to critically analyze and solve business problems						
G3-1.1. Demonstrate effective oral communication in presentations, interpersonal skills and conflict resolution.						
G3-1.2. Produce effective written communication in essays, papers and reports.						
G3-1.3. Conduct research, write research report and compile a management journal.						Not used in this course.
G3-2.1. Use of Technology: Use the computer and business-related software for spreadsheets, word processing and presentations.						
G3-2.2. Use of Technology: Use the computer to accomplish research using the Internet.						PC/Internet intensive
G4-1. Professional Development: Prepare for entry into diverse management careers and advanced graduate study.						Not used in this course.

<p>Below are the key learning objectives for this course and to their right is their linkage to Management department competencies, above.</p>	Theories, Concepts and Practice: Understand																			
	Theories, Concepts and Practice: Knowledge																			
	Theories, Concepts and Practice: Practice																			
	Problem-Solving Skills																			
	Leadership/Teamwork																			
	Diversity: Understanding																			
Leadership/Teamwork																				
Diversity: Practices																				
Accountability and Ethics:																				
Adaptability: Global Perspective																				
Adaptability: Environment change																				
Mathematical Skills: statistical measures																				
Communication: oral																				
Communication: writing																				
Communication: Organization																				
Use of Technology: applications																				
Use of Technology: research																				
Professional Development:																				
Articulate what “management” is as a business discipline, organizational role, and career. and demonstrate foundation knowledge of a wide range of management theory and concepts.																				
Understand the value creation role of business, its role in society, and conflictive views of social responsibilities.																				
Demonstrate basic proficiency in management theory and concepts through testing and through analysis and decision-making using cases and assignments.																				
Make well-reasoned managerial judgments integrating critical thinking and personal values as demonstrated in case analysis, experiential activities, and classroom discussions.																				
Improve communication skills for discussion, argumentation, business writing, and the Internet.																				

**COURSE REQUIREMENTS/ASSESSMENTS:**

Requirement	Value to Grade	Explanation of the Requirement and How it is Graded	
Participation	10	This is simply a percentage of the times that you were in class on time. It is calculated by summing attendance and dividing by the number of times I document class meetings. If you are late to class, see me immediately after class to assess half credit. If you are a student athlete or out of class on University business you are responsible to submit to me documentation for evaluation of an excuse. I typically will not provide “excused” absences, but see me if there are concerns.	
Test 1	5	Weeks 1- 3.	There are 5 tests in the course. Except for the midterm and final exams these tests measure mastery of currently covered materials. The format may vary, but given the large number of students I rely mainly on multiple-choice, Scantron type items. At my option the test may also use short answer/essay items. Tests likely may not consume the entire class and may be timed at 30 minutes, so anticipate a need for quick recall of information. Expect that the Midterm and Final tests will be “comprehensive” – including prior tested material and material that is new. Do not ask for a “make-up” if you miss a test unless you have a very sound excuse – limit is one make-up test.
Test 2	15	Weeks 4 – 5 + repeat 1-3	
Test 3	5	Weeks 6 –9.	
Test 4	5	Weeks 10- 13	
Test 5	20	Comprehensive	
Group Assignments: The following must be completed in groups not to exceed 3 members:			
Experiential Exercises	20	There are 2 experiential assignments. Your group needs to select 1 exercise, download the instructions from mgmtguru, and complete the assignment.	
Case Analysis	20	There are 3 cases. Your group needs to select 1 case, download the case from mgmtguru, and complete the assignment.	
TOTAL	100		

**GRADING SCALE:**

A+	98-100%	An “A” level grade indicates that the student has demonstrated exceptional mastery of the material as evidenced by test grades; has completed all assignments in a timely fashion and followed instructions, performing each assignment thoughtfully; and, has attended nearly all classes. A high work ethic is demonstrated by not only meeting deadlines, but also by achieving a consistently high level of performance. Students in the A-range have demonstrated management competencies and are well prepared for advanced studies in business.
A	94-97 %	
A-	90-93%	
B+	88-89%	A “B” level grade indicates mastery of the course and good work ethic demonstrated by ability to meet deadlines and attend class. Typically, test grades are not consistently high, indicating that the student has not maintained a consistently high level of preparation, or failed to properly self-assess deficiencies and seek clarifications. However, overall the student is academically prepared. Occasionally, a B-range student may have failed to submit an assignment, but this is not a recurring problem, and this is offset by higher performance on completed assignments. The B-range student has demonstrated strengths in most of the course objectives and has sustained a higher than average academic performance across assigned work. The student is prepared for advanced studies in business.
B	84-87%	
B-	80-83%	

C+	78-79%	Students in the C+/C range typically have lower test grades indicating lack of preparation, poor self-assessment, failure to seek clarifications, and inability to commit to individual study. Assignments may be missed and/or attendance is poor. The C+/C student should self-assess identified deficiencies and progress to advanced studies with the intent of remedying these. The C+/C student has demonstrated an acceptable level of achievement on most of the course objectives.
C	74-77%	
C-	70-73%	For Business majors a C- is a failing grade. Students who earn less than C- tend to have low attendance and poor performance either on tests or assignments, and likely have failed to complete course requirements. Failing the course is never attributable to intellectual capacity of the student, but may indicate a lack of maturity or seriousness for business studies. Because of missed assignments, lower test grades, poor class attendance, and poor mastery of foundation material, the student is not prepared for advanced studies in business, should reassess readiness for college-level work, and should continue studies after resolving those issues that have detracted from the kind of performance for which the Hampton University Student is capable.
I		An "Incomplete" is typically not available as a grade in this course. An "I" converts to "F" unless completed within one year. See the professor immediately if you anticipate problems in completing the course.

**BIBLIOGRAPHY:** This course is developed from a diverse source of works. See my website for recommended additional reading.

**IMPORTANT DATES:**

These are the course assignments and due dates. See end of syllabus for instructions on each type of assignment.			
<b>Required Assignments and Cases:</b>			
Complete 1 of these before Mid-Term		Complete 1 of these after Mid-Term	
Due	Group Assignment	Due	Group Case
Feb 5	Exercise 1: Environmental Analysis of a Business	Mar 26	Case 1: "A New Magazine in Nigeria"
Feb 19	Exercise 2: SWOT Analysis of a Business	Apr 2	Case 2: "No, Sir Sergeant"
		Apr 9	Case 3: "Perfect Pizzeria"
<b>Test and Examination Dates:</b>		<b>Test 5: Final Examination Schedule- Final Exam is Required</b>	
Feb 8	Test 1: Covers materials Weeks 1- 4.	Grads, Section 4	Apr 22, Thurs., 8-9:00, H-H Gym
Feb 26	Test 2: Comprehensive + Weeks 4 - 7.	Grads, Section 6	Apr 23, Fri., 8-9:00, H-H Gym
Mar 26	Test 3: Cover materials Week 8 -10.	Grads, Section 7	Apr 26, Mon., 8-9:00, H-H Gym
Apr 16	Test 4: Cover materials Weeks 11-13	Others, Section 4	Apr 29, Thurs., 8-9:00, BU-101
		Others, Section 6	Apr 30, Fri., 8-9:00, HH - 165
		Others, Section 7	May 1, Sat., 8-9:00, BU - 208

**TEACHING & LEARNING STRATEGIES:**

This is a survey course in Management that is structured around topics defining the managerial perspective in business. The course supports a student’s acquisition of important management competencies at the foundation level about the history of management as a discipline and career, decision-making, leadership, group dynamics, organization theory, operations, and strategy.

In the classroom the student can anticipate predominately a formal lecture format using PowerPoint presentations. I do not care for this and prefer an interactive (Socratic) style which I often lapse into. The more formal, structured approach has developed through observation of and discussion with students who express a preference for the higher level of organization that this provides. Since I prefer interaction, please engage me on any issue or ask for clarification during the presentation. Expect that I may call on you and engage you in a dialog about the material at some time during this course. Many of my questions may not have a “right-wrong” answer; the skill that I attempt to develop is simply your ability to make a thoughtful, well defended position – a skill needed in business. Class attendance is expected and monitored. It is also recorded for part of the course grade.

My classes stress acquisition of foundation concepts and terminology and their applications. To practice and assess applications I assign exercises and cases. The exercises require the student to use a business tool that is taught. The cases require analysis of a business problem and its resolution. As business is a collaboration cases and exercises should be completed as a group effort. In the group you are expected to participate, organize and execute these requirements. After consultation with a group member, a group may expel the member for non-performance. In this situation the member will need to associate with another group or complete the assignment alone. Membership cannot exceed 3 members unless I approve this.

Typically students who have failed my course do so because they fail to do the assigned work on time. For students accomplishing all requirements there is a strong likelihood of passing the course. I expect that the difference between lower grade level students and “A-level” students this semester will be preparation for the tests which account for 50% of the course grade.

**EXPECTATIONS OF STUDENTS:**

At my website *mgmtguru.com* students will find frequently asked questions about my course management, but it is only informative guidance. What I really expect is that we both follow the Code of Conduct and that we define our roles and relationship as “Professor” and “student”. I have a responsibility to teach, evaluate, and manage my class. The student has a responsibility to study, learn, perform, and meet the expectations that, I think, should be fully understood after a student’s career in education. If a student is uncertain about what is permitted, one should ask.

**Class Decorum:** I will ensure class decorum by ejecting students from class who cannot meet this expectation. Students may not return without my permission. Expectations include: compliance with the “hats-off” and dress policies; remaining in the classroom for the duration of the class and asking for permission to depart prematurely; turning off your “iPod”, cell phone or other communicator.

**Attendance:** Students are expected to be in class on time and remain until our time is expired. If you must leave ask for permission before class or raise your hand for permission. A student departing the class, even momentarily, without permission will be penalized. I document attendance through an oral roll call at the beginning of class for reporting a class “participation” grade. I may repeat attendance at the end of class to ensure accuracy in reporting attendance grades, as follows:

Present at Roll Call	Credit
Late (Not more than 15 minutes)	Half Credit – student must report at end of class
Absent or Late more than 15 minutes	No Credit
Unexcused departure from class	-1 penalty

My recording of attendance will be authoritative. If you have a reason for a prolonged absence, please communicate with me directly and bring confirmation of the rationale. For medical excuses, please have the Student Health Services validate your excuse. Students may attend my other section to “make-up” attendance for the same day but must identify self at Roll Call. Historically in my classes attendance highly correlates with course grade. If I ask you to leave, follow my instruction and discuss this with me in my office later.

**Tests, assignments and make-up work:** If you anticipate a conflict with a test date, let me know before my test – this will make it much easier to permit a “make-up.” If a test is missed, do not ask for a “make-up” unless you have a confirmed excuse. A “make-up” requires me to construct a different test than the one I normally administer; and, I will not do this just for a student’s convenience or because you “overslept”. All assignments are due when scheduled. I will not accept any work after the date on which it is due. While “0”s for assignments not completed do not reflect your intelligence, they do reflect discipline and constitute an informative part of the grade as a measure of ability to meet schedules. **All electronic devices are prohibited during tests. Once a test has started you may not leave the room until the test is completed.**

**Grades:** Grades measure a student’s acquisition of competencies on multiple tools – tests, participation, and assignments. The criteria for grading your work rely either on facts that are available directly from the readings or class lecture, or on the judgment of the professor typically supported by a rubric. To contest a grade on an assignment, request an appointment as soon as practicable, and no later than two weeks after receiving the grade. Students who contest a grade need to demonstrate concrete reasoning and facts pertaining to the contested content – not academic standing, scholarship jeopardy, or personal problems. In the absence of content related reasoning, a student’s test, paper, and even final course grade may be penalized half a letter to discourage opportunistic grade negotiations- reflecting poor ethical conduct. Students need to monitor grades which I will post at my website. On conclusion of the last scheduled class meeting grades, except for the final test grade, are closed to permit me time to calculate course grades. Once the final test grade is posted students have 24 hours to contest the test grade. After that time, the course grade is reported to the Registrar and is deemed final, requiring petition for administrative review to contest the grade.

**Academic Honesty:** I believe that learning means making mistakes, but this is not the same as errors of character. I do not tolerate cheats. Students who plagiarize, cheat, or engage in any form of academic dishonesty, will be penalized to include dismissal from the university. You are responsible to ensure that any assignment that you have signed is, in fact, an honest academic effort. I may use a commercial application, such as Turnitin.com, to verify originality of submitted work.

**Group Work:** Students may organize and execute group assignments as members decide. Students are required to sign all group assignments. This attests that: (1) the student accepts the group grade and (2) the student has participated in the assignment and is aware of its content and originality. Students are to manage conflicts and participation. If the group dissolves or members are expelled, students need to resolve how assignments will be satisfied.

**THE HAMPTON UNIVERSITY CODE OF CONDUCT:**

*Joining the Hampton Family is an honor and requires each individual to uphold the policies, regulations, and guidelines established for students, faculty, administration, professional and other employees, and the laws of the Commonwealth of Virginia. Each member is required to adhere to and conform to the instructions and guidance of the leadership of his/he respective area. Therefore, the following are expected of each member of the Hampton Family:*

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| <ul style="list-style-type: none"> <li>To respect himself or herself.</li> <li>To respect the dignity, feelings, worth and values of others.</li> <li>To respect the rights and property of others and to discourage vandalism and theft.</li> <li>To prohibit discrimination, while striving to learn from differences in people, ideas and opinions.</li> </ul> | <ul style="list-style-type: none"> <li>To practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the Code of Conduct.</li> <li>To foster a personal and professional work ethic within the Hampton University Family.</li> <li>To foster an open, fair, and caring environment.</li> <li>To be fully responsible for upholding the Hampton University Code.</li> </ul> |
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Students are encouraged to participate in all cultural events at Hampton University.

## COURSE SCHEDULE

The following is the instructor's plan for the course. Assignments and schedules may be changed by prior announcement.

<b>Week 1:</b> Jan 11-15	<b>Topics:</b> Introduction/The Historical Context of Management <b>Reading Assignment:</b> Syllabus; Course website; Teaching Notes for Week 1 ( <i>Management Guru</i> ). <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Know who the course instructor is and how to communicate with him outside of class;</li> <li>2. Obtain a copy of the syllabus and gain an overview of the course to include a general understanding of the course content, required materials, assignments, deadlines, grading, and policies;</li> <li>3. Know how to navigate the website that supports this course, access course related materials, use the forms, access password protected areas, and download or view class materials;</li> <li>4. Have foundation knowledge of the development of commerce and state economy from mercantilism to capitalism; the contributions of Adam Smith and Max Weber to understanding this historical development;</li> <li>5. Know the historical and Constitutional basis for American capitalism and the role of American large scale enterprise in laying the foundation of modern management.</li> </ol> <b>Optional Assignment:</b> An interactive practice test on this TN for Week 1 is available at my website.		
Jan 11-12	Late Registration	Jan 15	End of ADD/DROP Period
Jan 18	Dr. Martin Luther King, Jr., Birthday – No classes		
<b>By the second week students are required to have the course textbook.</b>			
<b>Week 2:</b> Jan 18-22	<b>Topics:</b> Historical and Current Perspectives <b>Reading Assignment:</b> Appendix A pp. 35-42; then, read: Chapter 1, pp. 4-28. <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Explain the emergence of the modern manager in the U.S. and Frederick Taylor's work to develop "scientific management";</li> <li>2. Know the European influence of Weber and Fayol on organization theory in developing administrative management.</li> <li>3. Know the contribution of Hawthorne experiments (Mayo) to management; and, know the developments of management into human relations, quantitative approaches, organizational behavior, and the systems and contingency approaches.</li> <li>4. Be familiar with perspectives for management's roles at differing levels for a career and for business competitive advantage.</li> </ol> <b>Fri., Jan 22: Have groups formed. Submit a list of 3 group members with each member's e-mail address.</b>		
Jan 24	Founder's Day		
<b>Week 3:</b> Jan 25-29	<b>Topics:</b> The Business Environment: External Factors and Organizational Culture <b>Reading Assignment:</b> Chapter 2 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Distinguish between macro-environment and competitive (industry structure) environment</li> <li>2. Understand the interaction between environmental forces and organizations;</li> <li>3. Know how to analyze the competitive environment;</li> <li>4. Appreciate the problem of organizations respond to environmental uncertainty;</li> </ol>		
<b>Week 4:</b> Feb 1-5	<b>Topic:</b> Managerial Decision-Making <b>Reading Assignment:</b> Chapter 3 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand why there are different types of decision-making</li> <li>2. Know the rational decision model and its limitations</li> <li>3. Understand group decision-making, its advantages and problems</li> <li>4. Know the process by which organizations make decisions</li> <li>5. Understand the limitations and necessity for managerial judgment in lieu of rationality.</li> </ol> <b>Exercise 1 Due:</b> Feb 5. Business Environmental Analysis – see mgmtguru for assignment. <b>Notice:</b> Test 1: Next Monday, Feb. 8. Covers materials Week 1- Week 4.		
<b>Week 5:</b> Feb 8-12	<b>Topics:</b> Ethics and Social Responsibility of Business <b>Reading Assignment:</b> Chapter 5 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Know different ethical perspectives that guide decision making</li> <li>2. Develop a perspective on the social responsibility of business</li> <li>3. Have a basic understanding of some of the major, contemporary social issues confronting business</li> </ol> <b>Test 1:</b> Monday, Feb. 8. Covers materials Week 1- Week 4.		
<b>Week 6:</b> Feb 15-19	<b>Topic:</b> Entrepreneurship and Business Strategy <b>Reading Assignment:</b> Chapters 7 and 4 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Know general characteristics of an entrepreneur</li> <li>2. Know how to assess Opportunities and Threats</li> <li>3. Know common causes of success and failure.</li> <li>4. Know basics of formal planning processes</li> <li>5. Understand strategy formulation methods and objectives at business and corporate levels</li> </ol> <b>Exercise 2 Due:</b> Feb. 19. SWOT Analysis of a Business – see mgmtguru for assignment.		

<b>Week 7:</b> Feb 22-26	<b>Topics:</b> International Management <b>Reading Assignment:</b> Chapter 6 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the impact of global integration on business</li> <li>2. Know entry and business strategies for international business</li> </ol> Understand key cultural differences across countries that affect management. <b>Test 2:</b> Friday, Feb. 26. This is the mid-term test covering Weeks 1 through 7.		
<b>Notice: February 26<sup>th</sup> is the last date to submit assignments for a Midterm grade. There is no make-up for work not completed prior to Mid-Term and course grade will be "0" for assignments not completed.</b>			
Mar 1-5: Mid Semester Evaluation <b>MIDTERM GRADE REPORT:</b> Your midterm will be calculated using the following weights: 2 Tests = (15%+35%)= 50%      Participation = 10%      1-Experiential Assignment = 40%      Total = 100% If you are not passing at Mid-Term obtain an appointment with Dr. Makamson to develop a strategy for successful course completion.			
<b>Week 8:</b> Mar 1-5	<b>Topics:</b> Organizational Structure <b>Reading Assignment:</b> Chapter 8 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Know basic organizational design concepts;</li> <li>2. Understand how authority operates in business through the board of directors and CEO;</li> <li>3. Identify common structural archetypes;</li> <li>4. Know types of integrative mechanisms.</li> </ol>		
Mar 6-14	Spring Vacation	Mar 17-19	Black Family Conference
Mar 19	End of period to withdraw WP, WF	Mar 20	Honors Day
<b>Week 9:</b> Mar 15-19	<b>Topics:</b> Organizational Agility <b>Reading Assignment:</b> Chapter 9 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the rationale and common means for improving organizational responsiveness;</li> <li>2. Know strategic and structural concepts.</li> <li>3. Describe strategies and dynamic organizational concepts that can be used to improve an organization's responsiveness.</li> <li>4. Know technology typologies and impact on organization.</li> </ol>		
Mar 22-Apr 16	Early Registration for Fall semester		
<b>Week 10:</b> Mar 22-26	<b>Topics:</b> Managing People: Human Resources and Diversity <b>Reading Assignment:</b> Chapters 10 and 11 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Appreciate human resource management as "strategic";</li> <li>2. Understand the processes of recruitment, selection, socialization, and performance evaluation as part of HRM program;</li> <li>3. Have a basic understanding of business reward systems and the role of unions;</li> <li>4. Appreciate the legal and competitive issues of diversity management.</li> </ol> <b>Test 3.</b> Covers materials Weeks 8-10. Mar. 26 <sup>th</sup> . <b>Case 1:</b> A New Magazine in Nigeria. Due Mar 26.		
<b>Week 11:</b> Mar 29-Apr 2	<b>Topics:</b> Leadership <b>Reading Assignment:</b> Chapter 12 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the organizational role of leaders and their sources of power;</li> <li>2. Distinguish characteristics of trait, behavioral, contingency, equity, expectancy, and transformational leadership theories;</li> <li>3. Know how to apply one theory of leadership.</li> </ol> <b>Case 2:</b> No Sir Sergeant. Due Apr 2.		
Apr 2	High School Day		
<b>Week 12:</b> Apr 5-9	<b>Topics:</b> Motivating <b>Reading Assignment:</b> Chapter 13 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Know key factors and their interrelationships important in designing effective jobs;</li> <li>2. Understand key theories in motivation;</li> <li>3. Know the use of behavior, goal setting, fairness, and rewards in motivating people.</li> </ol> <b>Case 3:</b> Perfect Pizzeria. Due Apr 9..		
<b>Week 13:</b> Apr 12-16	<b>Topics:</b> Managing Teams and Group Conflict <b>Reading Assignment:</b> Chapter 14 <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand how teams are efficient organization;</li> <li>2. Know how groups sometimes fail and what to watch for;</li> <li>3. Know How to build and manage an effective team;</li> <li>4. Understand the sources of conflict and how to manage conflict.</li> </ol> <b>Test 4.</b> Apr 16. Covers materials Weeks 11-13. <b>In class:</b> Prisoner's Dilemma (Time permitting)		

Apr 16	Early Registration Ends.		
<b>Week 14:</b> Apr 19-23	<b>Topics:</b> Control and Managing Technology <b>Reading Assignment:</b> Chapters 16 and 17 <b>Learning Objectives:</b> 1. Have a basic understanding of control systems for HRM, budgets, and other operations; 2. Understand the role of culture in control and innovation; 3. Know the strategic importance of technological innovation and its life stage passage; 4. Know the key characteristics of project development and management.		
Apr 21	End of Classes for Candidates for Graduation	Apr 21	Reading Day for Candidates
Apr 22-27	Final examinations for graduating seniors. <b>MGT301 final examination is required for all seniors.</b>		
<b>Week 15:</b> Apr 26	<b>Topics:</b> Course conclusion (TBA)		
Apr 26	End of Classes for Continuing Students	Apr 27	Reading Day
<b>Final examination is required for ALL students.</b>			

**Requirements for all student papers:** Papers must be typed using standard English. Unless a student has prior approval otherwise, a “submission” means that the assignment is handed to the professor in class on the date that it is due. Submissions by email will not be accepted. Students should keep a copy of all papers submitted. If there is a dispute as to a paper’s submission the professor will ask for the copy (and maybe the file) to be presented within an agreed timeframe. The professor will determine acceptance or penalty for any paper not submitted on time. Group papers must be signed by all members. Papers suspected of plagiarism may be referred for academic discipline of student authors.

### Experiential Assignments – see mgmtguru.com

The objective is to assess students’ application of a management skill or tool. This is an assignment for groups of 3-4 students. There are 2 exercises from which the group is required to select any one to satisfy 20% of the course grade. At mgmtguru there are explicit instructions for each assignment. Read the instructions before you begin the assignment.

### Case Analysis – see mgmtguru.com

The objective is to assess students’ critical thinking skills and ability to apply concepts. This is an assignment for groups of 3-4 students. There are 3 case options from which the group is required to select any one to satisfy 20% of the course grade. At mgmtguru there are explicit instructions for each case. Read the instructions before you begin the case assignment.

### Group Membership

The Experiential Assignment and Case Analysis are to be completed collaboratively in groups no larger than 4 (3 is preferred). Students are to self-organize into groups. One member of the group will submit the following form to Dr. Makamson reporting membership and contact information:

Dr. Makamson,

The following students have agreed to collaborate and complete the two group assignments (Please print):

1. \_\_\_\_\_ Email \_\_\_\_\_
2. \_\_\_\_\_ Email \_\_\_\_\_
3. \_\_\_\_\_ Email \_\_\_\_\_
4. \_\_\_\_\_ Email \_\_\_\_\_

We understand that the group will be self-managed and will comply with the Code of Conduct.

If a student leaves the group, the student will be responsible for identifying another group to complete assignments.

If a student fails to collaborate, the group will inform the member and the member’s name will not be added to the cover sheet. The non-performing member will identify another group to complete assignments or will complete assignments alone.

Members who contribute to the assignments will sign the cover page of each assignment to verify that the member is aware of what is turned in, verifies that the paper is a collaborative and original product in which the member participated, and accepts the group grade.