



**Department of Management**  
*"Developing tomorrow's leaders today"*

**MANAGEMENT**  
**MANA5312**  
**Fall Semester, 2012**

Professor: M. Ann McFadyen	Tuesday/Thursday
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***COURSE SYLLABUS***

**I. COURSE DESCRIPTION**

This course provides an overview of management in organizations. We will examine management, learn important theories in management, and apply the theory, readings, and discussions in class to real-world organizations.

A case study problem solving approach is taken to increase your understanding of the issues and challenges that most organizations face. It is designed for interactive participative learning. Please be prepared to participate and contribute to all class discussions.

Three major approaches will be used in this course:

1. Readings, discussion and lecture
2. Cases
3. Project

**II. REQUIRED MATERIALS**

The MBA Oath: Setting a Higher Standard for Business Leaders by Max Anderson, Peter Escher  
ISBN-13: 9781591843351 Publisher: Penguin Group (USA) Incorporated Pub Date: 2010

HBR Course Readings – available electronically through the UTA library  
[http://libguides.uta.edu/content.php?pid=92507&search\\_terms=mcfadyen](http://libguides.uta.edu/content.php?pid=92507&search_terms=mcfadyen)

Harvard Business School Case studies – available through Harvard Business School Online  
<http://harvardbusinessonline.hbsp.harvard.edu>

Wall Street Journal (discounted rate)

**III. COURSE OBJECTIVES**

By the end of this course you should be able to:

1. Describe the difference between a leader and manager
2. Understand how goal setting improves performance and motivation
3. Describe different human resource management systems in an organization
4. Analyze sources of conflict in teams and understand how to improve team effectiveness
5. Utilize a variety of management theories to diagnose managerial problems in work organizations and identify potential solutions.

## IV. Grading

Grades for the course will be computed as follows:

<b>Assignment or Event</b>	<b>Points</b>
A. Class participation	20
B. Exam	30
C. Individual Project	30
D. Team Case Facilitation	20
Total Points Possible	100

### ***CLASS PARTICIPATION***

Much of the value of this class emerges from the discussion of the various types and aspects of strategic management. This requires that class members participate in the class discussions. Participation is more than attendance. It is impossible to participate without attending, and simply attending does not equate to participation. Put differently, attending class without contributing to class discussions does not earn any points. You must contribute to the discussions to earn points. Class participation makes up 20 percent of your grade.

### ***EXAM***

You will be given one (1) essay exam. The exam will make up 30 percent of your overall grade. A make-up examination, which is only given for University excused absences, will be given within a week of the original examination date, and will be given on campus.

### ***INDIVIDUAL PROJECT***

You are asked to conduct an organizational analysis of a management challenge facing an organization. You can choose any organization to which you have access (i.e., an organization that you work for), or you may choose an organization for which there is information available about an organizational problem that you can evaluate. The only organizations which you may NOT choose include those which we already cover with cases in class.

The case and presentation will include the following:

1. Describe the organization, what the organization does, and their competitive landscape.
2. Identify a management problem faced by the organization or a management initiative the organization has implemented. You will need to collect data about the organization through any channel you have available to you. Suggested forms of data collection include:
  - a. Interviews with key management personnel or employees
  - b. Employee surveys
  - c. Focus groups
  - d. The organization's website
  - e. Please refer to [http://libguides.uta.edu/content.php?pid=92507&search\\_terms=mcfadyen](http://libguides.uta.edu/content.php?pid=92507&search_terms=mcfadyen) course guide for resources. (i.e. Standard's and Poor's Net Advantage, Mergent Online, Wharton Research Data Services).
3. Review the literature pertinent to the problem or intervention. Literature sources might include
  - a. Articles assigned in this class
  - b. Articles on management theory and models (see the above library resources)
  - c. Books that cover management theory

When choosing sources, focus on sources by management scholars with solid credentials. Be careful of popular management books which describe a management fad with no theory or evidence from real organizations as to its effectiveness. If the authors have PhDs and are college professors or reporting empirical findings, sources are likely credible. If the authors have extensive executive level business experience and are making suggestions based on methods used in their experience, you should also be fine. If you have questions about the credentials of your sources, I will be happy to help you evaluate them.

4. Recommendations or Evaluation. Based on your review of the literature and knowledge of management theory, make some recommendations to the organization about how they might solve the problem they are facing.

Due August 30: Deadline to turn in an outline of your project identifying the major aspects of the topic that will be covered presentation and paper.

Due October 11: A written case (8-10 pages double spaced, no longer) discussing your organizational analysis is due. It should include a description of the organization and its line of business as well as a description of the problem facing the organization, or the intervention the organization adopted. Please cite relevant references. Late papers will NOT be accepted. However, handing your paper in early is encouraged.

### ***TEAM CASE FACILITATION***

Each student will join a team will be responsible for preparing and facilitating 1 case discussion. We will examine 6 cases this semester (5 teams of 8, 1 team of 9). Students will sign up for case facilitation teams the first day of class, but I reserve the right to assign students to teams if necessary. Teams will be responsible for leading and facilitating a lengthy discussion (> 45 minutes) of the case in the context of the reading material assigned for that class (as well as any other applicable material previously covered during the semester). Case facilitations should include demonstrating understanding of the case, covering in detail the questions I have provided for case preparation, applying material from the textbook and assigned readings, and providing additional insight on the company/event/people/topic covered in the case. The guidelines that will be used to grade your team case facilitation are provided with the case preparation questions. Please refer to those guidelines as your team prepares for their case facilitation.

### *Peer Evaluation*

A peer evaluation will be administered at the **team** level for all groups at the end of the semester. This is a peer evaluation only - in other words, you do not rate yourself along with your peers, only the work done by others - so you will rate them while they rate you and all final grades are binding. The scores are then averaged across individuals and applied to the final case competition grades. So, for example, if your team rates you at 85 percent effort overall, and you received a grade of 500, you would receive 425 points; but if your team rates you as 115 effort overall, and your grade was 500, you will receive 575 points.

The peer evaluation is zero-sum: You have  $(N-1)*100$  points to allocate among your team members, where N is the number of team members. So, for example, if you have 4 team members, you have 300 points to allocate  $[(4-1)*100]$  among your team members. Under this process, if you give one team member, say, 120 points, you must take 20 points from one or more other team members. Here is an example of how it might work:

		<i>Group Members</i>				
		Ted	Sally	Fred	Jen	Total
<i>Graders</i>	Ted		85	100	115	300
	Sally	120		95	85	300
	Fred	100	100		100	300
	Jen	105	95	100		300
	Average Grade	108%	93%	98%	100%	100%

NOTE: Gaming this system (i.e., team members colluding to increase their grades at the expense of a team member) will not be tolerated. For this reason, you **MUST** give an explanation of why you allocate the points the way you do in the final entry of this peer evaluation. This information will become public record and is subject to review AND adjustment by me if necessary. If I have reason to believe that the system is being gamed, I reserve the right to disallow an individual or group peer evaluation and to assess penalties as are appropriate to those attempting to game the system.

## OTHER INFORMATION

### CLASS CONDUCT

Conduct that is unprofessional or otherwise detracts from the educational goals of the course may be penalized at my discretion by reducing the offender's participation grade. If the problem becomes acute, further disciplinary measures may be imposed consistent with university policy.

### LATE PENALTY

Assignments that are turned in late will be penalized  $\frac{1}{4}$  of the total points possible. For example, if an assignment is worth 20 points and is turned in late, it will automatically be assessed a five-point penalty.

### ATTENDANCE POLICY

This course depends on not only attendance but also participation from all students for every class. As a member of this classroom you are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is considered excessive and a grade penalty will be assessed for such absences.

### DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

### SANITY CHECK

You are encouraged to provide me feedback as to your feelings on the course. I will periodically ask you for anonymous, written feedback during the course in addition to the formal evaluation at the end of the course. You are encouraged to be forthright with me regarding improvements that may be made to the course.

## STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services for Students at 817-272-3364 or visit the website: <http://www.uta.edu/disability/links.php>. No accommodations will be provided to students unless they are registered with the Disability Services for Students.

## STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

## ELECTRONIC COMMUNICATION

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

## STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

## FINAL REVIEW WEEK

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

## LIBRARIAN TO CONTACT

Carol Byrne – [cbyrne@uta.edu](mailto:cbyrne@uta.edu)

Library Website: <http://www.uta.edu/library>

Course Website: [HTTP://LIBGUIDES.UTA.EDU/CONTENT.PHP?PID=92507&HS=A](http://LIBGUIDES.UTA.EDU/CONTENT.PHP?PID=92507&HS=A)

## LAST, BUT NEVER LEAST

**Scholastic dishonesty will not be tolerated in this course.** Scholastic dishonesty includes plagiarism, which is passing someone else's work off as your own. Although it is easy to cut-and-paste from websites and other digital media, this generally constitutes plagiarism **UNLESS** the individual or organization is given proper credit through citation in your paper. If you have any questions about this, please talk to me before turning in the

assignment. To obtain information on what constitutes scholastic dishonesty and how the university addresses it visit the website: <http://www.uta.edu/studentaffairs/judicialaffairs/academicintegrity.html>.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**TENTATIVE CLASS SCHEDULE**  
(Subject to changes announced in class)

<b><u>Date</u></b>	<b><u>Topic</u></b>
August 23 Class 1	Introduction to Management The MBA Oath Introduction and Chapter 1 Form Teams
August 27 Class 2	Managerial Decision Making The MBA Oath Chapter 2 The seasoned executive's decision-making style. Brousseau, Kenneth R.; Driver, Michael J.; Hourihan, Gary; Larsson, Rikard. <b>HBR</b> 2006, 84(2), p110-121 Individual Project Topics Due
August 30 Class 3	Human Resource Management The MBA Oath Chapter 3 A New Mandate for Human Resources. Ulrich, Dave. <b>HBR</b> . 1998 (76) 1, p124-134 <i>Microsoft: Competing on Talent (A &amp; B) HBS Case (HBSP)</i>
September 4 Class 4	Enron – The Smartest Guys in the Room (film) View before class on September 11
September 6 Class 5	Library Resource Overview
September 11 Class 6	Organizational Change The MBA Oath Chapter 4 Kotter, J.P., Schlesinger, L. A. 2008. Choosing Strategies for Change. <b>HBR</b> , 86 (7/8): 130 – 139. Kotter, J. P. 2007. Leading Change. 85 (1): 96-103 Christensen, C. M., Marx, M. S. Stevenson, H. H. 2006. The Tools of Cooperation and Change. <b>HBR</b> , 84(10):73-80
September 13 Class 7	Groups and Teams The MBA Oath Chapter 5 Pentland, A. 2012. The New Science of Building Great Teams. <b>HBR</b> . 90(4) 60-70 Coutu, D. , Beschloss, M. 2009. Why Teams DON'T Work. <b>HBR</b> . 87(5), 98-105. <i>Henry Tam and MGI Team HBS Case (HBSP)</i>

September 18  
Class 9

Leadership  
The MBA Oath Chapter 7  
CEO/Board of Directors  
Useem, M. 2006. How Well-Run Boards Make Decisions. HBR; 84 (11): 130-138.  
Lafley, A.G. 2009. What Only the CEO Can Do. HBR. 87(5): 54 – 62.

Merrill's Smith speaks at shareholder meeting (Handout)

September 20  
Class 8

Motivation  
The MBA Oath Chapter 6  
Spreitzer, G., Porath, C. 2012. Creating Sustainable Performance. 90 (1/2): 92-99  
Herzberg, F. 2003. One More Time: How Do You Motivate Employees? HBR. 2003. 81(1): 87-96  
Nohria, N., Lee, L. 2008. Employee Motivation. HBR. 86 (7/8): 78-84

*Portman Hotel HBSP (HBSP)*

September 25  
Class 10

International Environment  
The MBA Oath Chapter 8  
Herminia Ibarra, H. 200 National Culture and Work-Related Values: The Hofstede Study HBR (9-496-044)

*Intel in China HBSP*

September 27  
Class 11

Entrepreneurship  
The MBA Oath Chapter 9  
Stevenson, H. H. & Gumpert, D. E. 1985. The heart of entrepreneurship. HBR March-April: 85 - 94.  
Bhide, A. 1996. The questions every entrepreneur must answer. HBR, 74(6): 120-130.

*Facebook HBSP (HBSP)*

October 2 Class 12	Organizational Culture The MBA Oath Chapter 10  Pfeffer, J., Sutton, R.I. 2006. Evidence-based Management.HBR. 84 (1): 62-74.  Katzenback, J.R., Steffen, I., Kronley, C. 2012. Cultural change that sticks. HBR. 90(7/8):110-117
October 4 Class 13	Strategic Management The MBA Oath Chapter 11  Gulati, R., Nohria, N. Wohlgezogen, F. 2010. Roaring out of recession. HBR, 88(3): 62 - 69  Campell, A. & M. Alexander 1997. “What’s Wrong with Strategy”, HBR 75: 42-51.  <i>Cola Wars Continue: Coke and Pepsi in 2010 (HBSP)</i>
October 9 Class 14	Wrap up The MBA Oath Chapter 12 and 13  Beinhocker, E., Davis, I., & Mendonca, L. 2009. The 10 trends you have to watch. HBR July/August 55 – 60.  Kanter, R. M. 2009. What would Peter say. HBR, 87(11): 64-70.
October 11 Class 15	Final Individual Projects Due Final Exam