**MANA 5312: Management**

**FALL 2013**

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Course Time: Monday 6:00 pm - 10:00 pm, Saturday 8:30 – 12:30

Course Location: Santa Fe Station, Fort Worth

REQUIRED COURSE MATERIALS : Articles to be found on Blackboard; cases to be purchased from Harvard Business School Press at <https://cb.hbsp.harvard.edu/cbmp/access/20826556>

**Learning Objectives:**

This course provides an overview of management in organizations. We will examine what management is and learn important theories in management. This class will use a case-based approach to encourage application of material to real-world organizations. Although we will learn a variety of theories, the goal is to understand the value of the theories in understanding effective and ineffective management in organizations. At the end of the course students should be able to diagnose management problems in organizations and make more effective management decisions.

By the end of this course students will be able to:

1. Describe the difference between a leader and manager, identify different leadership styles, and understand what leadership behaviors are most effective in a given situation
2. Using consequential, character, and rule-based ethical theories, evaluate whether decisions made in work organizations are ethical.
3. Understand the levels of organizational culture and the role of culture in driving individual employee behavior in organizations. Utilize the competing values framework to diagnose the culture of an organization
4. Analyze a national culture using Hofstede’s five dimensions of cultural differences, and identify how these differences result in challenges working across cultural boundaries.
5. Analyze sources of conflict in teams and understand how to improve team effectiveness. Identify your own and others’ preferred conflict resolution style, and the benefits of drawbacks of each style.
6. Understand the role of incentives and feedback in employee motivation; evaluate the pros and cons of performance monitoring and evaluation systems (i.e., forced ranking).
7. Utilize principles of job enrichment to evaluate the motivating potential of a job
8. Utilize a variety of management theories to diagnose managerial problems in work organizations and identify potential solutions.

GRADES

Quizzes (top 5 of 7) 50%

Team Written Case 25%

Team Case Presentation 25%

**Quizzes**

Each of the classes in which we cover a case will begin with a short quiz over the case and other assigned readings that day. The questions on the quizzes will be straightforward and fact-based and are designed to test whether you have read the material thoroughly and prepared for class. Of the 7 quizzes, I will keep your top five grades to be included in your final grade - you will drop the lowest two grades. There will be NO MAKE UP QUIZZES. If you miss a class, the quiz from the class you miss will be one of the dropped quiz grades. If you miss more than two quizzes you will have some zeros on quizzes that are added into your final grade. Thus, it is not in your best interest to miss class.

**Develop Your Own Case Project**

Students will work in teams to conduct an organizational analysis of a management challenge facing an organization or an organizational initiative undertaken by an organization to develop their own case. You can choose an organization to which you have access (i.e., an organization that one of the group members works for), or you may choose an organization for which there is publically information available. The only organizations which you may NOT choose include those which we already cover with cases and/or films in class.

You will prepare a mini case which you will hand out to the class on Saturday October 30. The mini case should be no more than 5 pages and 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. This will be the focus of your case. Your case should discuss the problem or intervention. You will need to collect information to write about this, and must list references to all the sources from which you got your information. Suggested forms of data collection include:

a. Interviews with key management personnel or employees

b. Employee surveys

c. Focus groups

d. Articles in business periodicals that provide information on the organization (The Wall Street Journal, BusinessWeek, Fortune, etc.)

e. The organization’s website

f. Internet searches about the organization

g. Additional media such as books, films, podcasts that discuss the organization.

3. End with a question or issue to discuss with the class regarding the case.

Your group will be assigned to conduct a 40 minute case facilitation on either Oct 28 or Nov 2. The class will read your case before the case facilitation. In class you will facilitate a discussion of the question or issue at the end of the case and finish your presentations with your recommendations regarding the issue after the class has had the chance to contribute their view. Given we will have many groups, you must keep this presentation to 40 minutes maximum.

Due Oct 12: Each team needs to turn in an outline of their project identifying the major aspects of the topic that will be covered presentation.

Due Oct 28 or Nov 2: Each group will do a 40 minute presentation for class about their project.

Final presentations by student groups are important learning activities so you are expected to attend the presentations, regardless of whether you are presenting that evening. This also gives all groups an equal chance to present in front of similar peer groups. In order to facilitate your engagement in final presentations, you are be required to watch all final presentations, provide feedback to each group using the *“Do Your Own Case” Organizational Analysis grading sheet* at the end of the syllabus, and hand in these sheets for each group along with your forced ranking of the presentations. This form is the same one that I will use to grade your presentation. The forced ranking should list the presentations from best to worst, based on your evaluation of their quality. Feedback must be provided on all presentations except your own and all must be ranked. This final feedback report must be handed in via email by Nov 15nd and will count for 5% of your grade. If you have to miss class and are not able to complete this entirely because you did not see all the presentations, you may hand in feedback and ranking of the presentations you did see in order to earn partial credit. However, late peer evaluations will not be accepted.

You may choose your own groups. There should be a total of 10 groups in the class, which means there should be about 5 members in each group. If there are any concerns or problems choosing groups, I reserve the right to assign people groups as I see fit.

Grading guidelines for the written case are also presented at the end of the syllabus

**Peer Evaluations**

I recognize that not all team members contribute equally to every group project. For this reason I will ask you to provide feedback on your group members and they will provide feedback on you for each group project. Individual project scores will then be adjusted based on peer feedback. Each of you will assign a rating to each group member for each group based on their contribution to the project. Members that contribute an average amount should receive 100 points, members that contribute less than other group members should receive ratings lower than 100 and members that contribute more than other members should receive ratings of more than 100. However, the average of all team member ratings must be 100 points so that if one member is given 110 points, this must be offset by deducting 10 points from 100 for another member, 5 points from 100 for two different members, or something like that. After ratings have been provided by all peers for each group I will take the average of each individual’s peer ratings and weight their group score on the project by that number to come up with their individual project grade. Thus, if the group received a 90 on their project and member A has a 100 average peer rating they will receive a 90. However, in this same group, if member B received an average peer rating of 105, his/her individual score would be 94.5 (90 x 1.05), etc. This procedure will allow those that are perceived by team members to contribute more to receive relatively higher grades and those that are perceived by peers to contribute less to receive relatively lower grades. For this reason, please take this peer rating very seriously. I expect that you will make peer ratings based only on who you perceive to have made the greatest contribution (quality and quantity) to your group project and not based on personalities or friendship factors. If, in a particular group, I believe the peer evaluations were not assigned in such a manner as to be consistent with the spirit of rewarding those who contribute more, I reserve the right to adopt a policy in which all group members receive their group grade instead.

**CLASS POLICIES**

**COMMUNICATION OUTSIDE CLASS**

I am available to meet with students outside of class to discuss questions and concerns. If you wish to meet with me please send me an email and we will arrange a mutually convenient time to meet. If I have updates for you outside of class I will communicate with you via email. Every one of you has an email address provided by UTA and this is the email address I will use to communicate with you, so please check your UTA email regularly. I realize many of you have other email addresses that you use more often than your UTA email. However, UTA is progressively moving toward a system whereby the spam filter filters out many of the other email addresses that you use. Therefore, I am adopting a policy to communicate with students only via UTA email to minimize problems with the spam filter. You are responsible for all updated information about the class (schedule changes, etc.) that is communicated to you through your UTA email. Not being aware of a change because you did not read UTA email will not be deemed an acceptable reason for lack of awareness about changes pertinent to the course.

**GROUP WORK**

In this class you will participate in a group assignment which will conducted with a group of your choosing. I encourage you to choose a group with whom you believe you will have productive working relationship. However, despite best intentions problems and issues sometimes arise during group work. If this occurs, it is your responsibility to work out any issues with group members in a productive way. This is an important learning activity given you will spend a lifetime working in teams in organizations and issues with team members often develop in organizational work. Thus, you are encouraged to view any challenges with group members as learning opportunities to develop conflict resolution skills. Fortunately, most groups develop productive working relationships so, hopefully, group conflict will not be a concern for any groups in this class.

**ACADEMIC DISHONESTY**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is completely unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. **Discipline may include suspension or expulsion from the University**.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**BOMB THREAT POLICY**

Effective April 8, 1996, the College of Business Administration has adopted a policy to deal with the classroom disruption caused by bomb threats in the building.

1. Section 22.07 of the Texas Criminal Law Statutes governs terrorist threats and classifies bomb threats as Class A misdemeanors. Section 12.21 of the Texas Criminal Law Statutes states that a Class A misdemeanor is punishable by a fine not to exceed $4,000, a jail term of not more than one year, OR, both such a fine and confinement.

2. If anyone is tempted to call in a bomb threat, be aware that UTA will soon have technology to trace phone calls.

3. Every effort will be made to avoid canceling presentations/tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business Building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location.

4. Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester's free parking in the Maverick Garage across from the Business Building. UTA's Crimestoppers will provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.

**DISABILITY POLICY**

If you require accommodations for a disability, please consult with me at the beginning of the semester. Faculty members are required by law to provide “reasonable accommodation” to students with disabilities, but it is your responsibility is to inform me of your disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**DROP POLICIES**

It is the student's responsibility to complete the course or withdraw from the course in accordance with University Regulations. Students are encouraged to verify grade status before dropping a course after the first withdrawal date. A student who drops after the first withdrawal date may receive an “F” in the course if the student is failing at the time the course is dropped.

**STUDENT SUPPORT SERVICES**

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**TUITION PAYMENT POLICY**

Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course under any circumstances. A student dropped for non-payment who continues to attend the course will not receive a grade. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at the E. H. Hereford University Center (near the southwest entrance).

**CLASS DISRUPTIONS**

Please refrain from disrupting the class by talking during class or taking cell phone calls or texting during class. If you disrupt class by talking to each other or on the cell phone during class, I will ask you to leave the classroom and not to return until you are prepared to refrain from disrupting the class.

TENTATIVE CLASS SCHEDULE (Subject to changes announced in class or via email)

Date Assignment Topic

Sept 30 Mon **Introduction to Management**

Readings:

The Manager’s Job: Folklore and Fact (Mintzberg)

From Good to Great (Resnick & Smunt)

What Great Managers Do

Oct 5 Sat **Ethics and Justice**

Ethical Decision Making and Fat Chance Case Study

Equity, Justice and Fairness and Mommy Track Backlash Case Study

Quiz 1 in Class

Readings:

*How (Un) Ethical Are You?* HBR

*FatChance* HBR

*MommyTrack Backlash* HBR

Oct 7 Mon **Organizational Culture and Leadership**

Southwest Airlines Case

Organizational Culture

Authentic Leadership

In Class Assessment – Competing values inventory

Quiz 2 in Class

Readings:

***Southwest Airlines Case***

Leading by leveraging culture

What is organizational culture?

Managing authenticity: The paradox of great leadership

Homework: After you read the Southwest Airlines case, complete the competing values inventory for SWA

Oct 12 Sat **Leading and Managing in a Global Environment**

Leadership and You

Managing Across Cultures

**“**Wendy Peterson” Case Discussion

Quiz 3 in Class

Readings

***Wendy Peterson HBR Case (913560-PDF-ENG)***

National Culture and Work-Related Values: The Hofstede Study HBR Article (9-496-044)

Cultural Foundations in Communication: Relationship Building in the Chinese Context

Homework Due:

Outline of Final Case DUE

Oct 14 Mon **Teams**

Mountain Survival Exercise

Conflict Styles Exercise

Henry Tam Case Discussion

Quiz 4 in Class

Readings:

***Henry Tam* HBR Case**

“How Management Teams Can Have a Good Fight” HBR

Conflict Styles White Paper

Oct 19 Sat **Managing Performance, Incentives, and Extrinsic Motivation**

GE and Jack Welch Case

Prisoner’s Dilemma

Quiz 5 in Class

Readings

***GE’s Two-Decade Transformation: Jack Welch’s Leadership* HBR Case**

“On the Folly of rewarding A, while hoping for B”

“Bonuses in Bad Times”HBR

Oct 21 Mon **Job Enrichment: Intrinsic Motivation**

Portman Hotel Case Discussion

Quiz 6 in Class

Readings:

***Portman Hotel* *HBR Case (9-489-104)***

“One More Time: How Do You Motivate Employees? HBR article

“Know what really motives you” HBR

“Turn the Job You Have into the Job You Love”HBR

Oct 26 Sat **Leading and Managing Change**

“House Hearth and Home” Case Discussion (W12313-PDF-ENG)

Quiz 7 in Class

Readings:

***House Hearth and Home*** ***HBR Case (9-404-124)***

“Leading Change: Why Transformation Efforts Fail” HBR Article

“The Network Secrets of Great Change Agents” HBR Article

Oct 28 Mon Student Case Facilitations

Readings:

Cases written by four student teams that will present

Nov 2 Sat Student Case Facilitations

Readings:

Cases written by four student teams that will present

“Do Your Own Case” Grading Sheet

|  |  |  |
| --- | --- | --- |
|  | Possible Points | Points Earned |
| Presentation Style   * Presented without reading from notes * Good eye contact * Speaks loud enough to be heard * Articulate, well-spoken in communication * No major distracting mannerisms | 15 |  |
| Background and description of organization   * Provides information of the firm’s general line of business and its competitive landscape * Sets management problem or intervention within the strategic direction of the firm (clear about how this is important to business operations) | 15 |  |
| Diagnosis of problem or intervention   * Provides sufficient detail on the data collection and analysis * Conclusions drawn from the data reflect a well-developed understanding of what the problem is or what the implications of the intervention are | 25 |  |
| Review of Literature & Problem Resolution   * Draws from appropriate sources that are credible and based in data and theory * Has sufficient number of distinct sources to represent multiple perspectives * Suggests are logical and grounded in literature | 25 |  |
| Quality of Presentation Materials   * Materials such as overheads, video, etc. are appropriate for the presentation * Materials are of good quality (i.e., no typos on overheads, etc.) | 10 |  |
| Creativity   * Unique or different approaches are incorporated to enhance audience engagement | 10 |  |
| Total Points | 100 |  |

“Do Your Own Case” Paper Grading Guidelines

|  |  |
| --- | --- |
|  | Total Points Possible |
| Description of organization and problem definition   * Adequate data is provided on organization * Problem is well-defined * Problem is neither too broad nor too narrow | 10 |
| Description of data collection   * How thorough was the data collection? (reasonable effort to collect enough data) * Were various forms of data collection used (interviews and surveys)? * Where data collection techniques appropriate? | 10 |
| Description of data analysis   * Was the analysis of the data logical? * Are results from data analysis presented in a way that is clear and easy for the reader to understand? * Are the conclusions drawn from the data logical? | 10 |
| Discussion of key literature and theory as it pertains to problem   * Choice of literature is appropriate for problem * Literature coverage is complete (all relevant ideas in management covered) * References in addition to book are used * Theory and research is discussed accurately and explained clearly * Application of theory is clear and logical | 20 |
| Quality of recommendations for problem resolution   * Recommendations are reasonable * Recommendations have potential for success * Obstacles to implementation are considered * Recommendations are based in knowledge of management theory and research | 20 |
| Quality of written communication   * Good organization of paper * Grammar, spelling, editing * Clear logical flow of ideas | 30 |
| Total Score | 100 |