

BUS 361 - MANAGEMENT OF ORGANIZATIONS

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I. COURSE DESCRIPTION:

This is a survey course of the many models, approaches and techniques that have been proposed and empirically tested for managing individuals, small groups and organizations. The emphasis is on evidence-based management.

Objectives:

1. Students will learn to recognize the names of the major theorists in the field of management, the models associated with each name and the practical applications of those models that are used in contemporary corporations. Students will also learn to recognize which theories have and have not been supported by scientific research.
2. Students will learn how to evaluate the scientific validity of the various approaches to management. This objective is future-oriented. With the potential to move into executive decision-making positions, Rhodes graduates must be able to evaluate the validity of the claims of management consultants and other advisors who propose to improve the management systems in their firm. Our graduates should be able to use evidence-based management practice.
3. Students will learn to recall and recognize professional management terminology so that they can participate in management decision-making early in their careers. They will also learn to associate abstract terminology with phenomena in the empiric world.
4. Students will learn to recognize and accept the complexity, uncertainty and ambiguity associated with managerial work. They will also learn to distinguish between those questions about management that have and have not been answered fully by scientists.
5. Students will learn to identify their own assumptions and biases concerning life at work and distinguish their opinions from scientific fact. Often "common sense" opinions have been proven wrong by scientific research and can prevent managers from exploring managerial techniques that actually work and from gaining a fuller understanding of organizational functioning.

6. Students will be exposed to the many available approaches to managing work organizations to assist students in being more flexible, versatile and creative in solving management problems.
7. Students will learn to identify, analyze and remediate the motivation they face in their own lives.
8. Students will learn to identify the essence of leadership and the degree to which leadership influences organizational outcomes.
9. Students will learn to identify the historical origins of contemporary leadership theories. This will help students to evaluate the likely validity of new leadership theories as they emerge.
10. Students will learn to recognize different types of organizational structures.
11. Students will learn to anticipate the consequences of altering each element of organizational structure.
12. Students will learn to manage organizational metamorphosis as organizations grow and change.
13. Students will learn to apply different perspectives to manage and to model the interface between an organization and its environment.

II. **READING AND HOMEWORK ASSIGNMENTS:**

The required reading is a packet of articles and book chapters which present the most influential, fundamental and classic work in the field of management. **Please read each assigned reading prior to coming to class so that you will be prepared to discuss the material in class and ask questions about anything that you do not understand.** For the readings at the beginning of the semester, a list of questions and/or exercises will be provided as a guide to help you uncover some of the basic issues in each article. Many of these questions as well as some of the exercises will appear in altered form on exams and many of them will be discussed in class. Although answering the questions and doing the exercises are not mandatory, these activities will help you to develop familiarity with the materials. If students are not prepared to discuss assigned readings in class, we will not discuss the assigned readings, but students will be responsible for these readings on the examinations.

Another useful way to prepare is to look for "How to Read a Scholarly Article," a two-part guide for preparing articles for class discussions and exams in my Public folder under 361 Management (on the Academic Departments volume on the Rhodes fileservers). Read both parts of this set of helpful hints and use them as a guide for your readings. The second part of this guide will give you specific information about which material in each type of article is

important. Although you might view this as extra effort, it will be well worth the effort. It will give you an insight into which parts of the articles might be on exams.

In previous years, students have discovered that because of the volume and difficulty of the reading assignments, it is essential to keep up with the reading; **cramming before a test is NOT a useful method for high achievement on examinations in this course**. Furthermore, we will NOT discuss all of the assigned readings in class; a few will be your responsibility to read on your own. If you have any difficulty with any of the readings you should bring your questions to class and/or make an appointment to see me during office hours or at our mutual convenience. Many students are unfamiliar with methods for reading scholarly, scientific literature and I welcome anyone who is doing the reading, but not fully understanding the material, to work with me. If you are working with a study group, I would be happy to work with you as a group.

You will notice that there are no specific dates written on the course outline. This is because the pace of the course will be determined by how much time you need to discuss each topic in class. I will announce the assignment for the next class at the end of each class to make sure that there is no confusion.

III. CLASS ATTENDANCE:

While I do not grade your classroom attendance, many of the questions on the exams will be taken from class lectures and discussions based on the assigned readings. **It is your responsibility to determine whether or not you need to attend class, but your understanding of the class materials and your understanding of HOW TO READ the readings will be greatly enhanced by class discussions**. Students have discovered that they cannot understand this material second-hand through other students' notes so that consistent class attendance, while not mandatory, is strongly advised.

While I encourage students to discuss the readings with me in my office when they think they might need extra help, I will NOT give special help to a student who has not attended class when the reading s/he doesn't understand was discussed.

You are responsible for the information provided during class, whether or not you choose to attend.

IV. HONOR CODE:

You are expected to abide by the honor code. Do not use the notes from students who have taken this course before for the purpose of answering questions in class. **This is a violation of the honor code** because your class participation should be a product of your own efforts to read and understand the assigned materials. Do not lend your class notes or your projects to other students. This is a violation of the honor code because when I go over exams in class, students write the answers in their notes. Several of your colleagues have

used these answers in exams years later. They are violating the honor code and so are you now that you know how class notes have been used. Once these notes leave your hands, they are photocopied and passed to students for years to come. Aiding and abetting cheating violates the honor code. I have assigned class projects before, and I presume there will be some students who will attempt to “borrow” your work and then turn it in as their project. I will hold both you and your “borrowing” colleague responsible, and if you have graduated, you will not be able to obtain a positive recommendation from me for graduate school or for a job. To avoid these unpleasant consequences, don’t lend your work to anyone. Once your materials leave your hands, you have no control over how they will be used by others, but you do have control over whether or not you lend materials to others.

V. EXAMINATIONS:

Your examinations will be a combination of short answers and essays. The short answer portion will test your recall of essential management terminology, theories, and techniques. The essays will require you to apply theories correctly to solve management problems and will be in the form of short cases and/or will be similar to the exercises I have provided in my public folder. A practice case will be done in class before the first and second exams to help you prepare. There will be a comprehensive final.

The timing of the examinations will be determined by a vote of the students. We will have three examinations plus a final. The placement of examinations on the course outline is an example of the way in which the material could be divided into examination periods, but the actual placement of the first and second exams will be determined by a student vote. This should assist in avoiding conflicts with exams in other courses and athletic schedules. The third exam will be given during the last week and a half of classes, depending on the students’ votes. **You must take the exam on the date agreed upon by the class and at the time the class meets.** Because of limited classroom space and a limited number of office staff with many projects to complete that take priority, I regret that we are unable to accommodate students who wish to take exams at alternative days and times. **If you are ill and cannot take an exam, please notify me immediately and be prepared to produce a physician’s note.** Because this is a preprofessional course, I am inflexible about permitting students to take exams late. Employees in organizations are expected to meet deadlines and students who plan to enter the business world need to develop these habits in preparation for their future careers.

Because of the difficulty of finding appropriate testing rooms, I also request that anyone requiring extra time on examinations notify me at the beginning of the semester (and supply the proper documentation from Disabilities Services) so that an appropriate room can be located.

VI. PROJECTS:

You are required to complete two projects (each will count as 20% of your course grade), and you may complete a total of three projects if you choose. The third, optional project

will also count 20% toward your grade. Because each exam counts 20% toward your course grade, the optional project can act as extra credit that could wipe away one bad exam or project grade.

One of your required projects is a group project, while the second (and third) is an individual project. The group project is based on Tausky's chapter "Organized Inequality" and you will have a choice of topics to pursue from that chapter.

You can choose your individual project(s) from a variety of options. A description of the group project and the individual project options is available on my public folder ([\\Fileserver1\\acad_dept_pgm\\Commerce and Business\\Birnbaum Dee\\Public](\\\\Fileserver1\\acad_dept_pgm\\Commerce and Business\\Birnbaum Dee\\Public)). Please pay careful attention to the guidelines and the due dates for each project.

Your projects are due at the beginning of class on the due dates listed for each project. If they are late, I will deduct a full letter grade per day for each day they are late including the first day.

VII. GRADING:

All exams will be weighted equally to determine your grade. Any student who has made grades of A on the first two exams will be excused from taking the final exam.

You are responsible for knowing the information in this syllabus whether we discuss it in class or not.

COURSE OUTLINE - MANAGEMENT

<u>Topics:</u>	<u>Reading Assignment for the NEXT Class Session (by Author)</u>
<u>Introduction to Course:</u> Strategies for information searches How to Read a Scholarly Article Why Study Management?	Carper and Snizek
<u>PHILOSOPHY OF SCIENCE</u>	
What is a Theory? What is a Model? What is Science? What is Scientific Validity?	Taylor
Defining "Organization" Classifying Organizations	Wredge
<u>HISTORY OF MANAGEMENT THOUGHT:</u>	Roethlisberger Carey
Taylorism The Hawthorne Experiments Job Satisfaction and Job Performance	Maslow
<u>ORGANIZATIONAL PSYCHOLOGY</u>	
<u>Motivation Theory:</u> What is Motivation? Maslow's Hierarchy of Needs Herzberg's Two Factor Theory Adams' Equity Theory Locke's Goal Setting Theory McClelland's nAch Theory	Herzberg King* Adams Latham & Yukl
EXAMINATION	
<u>History of Leadership Thought</u> <u>Leadership Theory:</u> Definitions Power/Influence Authority	

Idiosyncrasy Credit

Meindl *

Life Cycle

Pfeffer *

Managerial Grid

Fiedler

Behavioral Theory

Contingency Theory

Tausky (2 chapters)

ORGANIZATIONAL SOCIOLOGY

Elements of Organizational Structure and Principles of Organizational Design:

Design Alternatives

V. Thompson* (2 chapters)

Organizational Metamorphosis

Dysfunctions of Classical Designs

Decision Making & Organizational Models:

Barnard

March & Simon

Discretionary Behavior

J. D. Thompson: A Synthesis

EXAMINATION

FINAL EXAMINATION

* Articles that won't be discussed in class