



## **BADM 361-01, Management of Organizations, Spring 2005**

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**COURSE OUTLINE**  
**MANAGEMENT OF ORGANIZATIONS 361**

Dee Birnbaum  
Spring, 2005

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**Office Hours:** 9:00 – 10:00 a.m., M&W  
and by appointment

**(I do not have e-mail at home. If you need to talk to me, call me at home, but not past 9:30 p.m.)**

**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.

**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.
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 problems they face in their own lives.

## 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 students 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 and will undoubtedly help to raise your class participation grade. 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.

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. Also, I will grade your class participation in terms of quality and quantity so plan to come to class prepared to discuss the

assigned readings. Substantive participation in class discussions that reflects thorough preparation of reading materials can raise your final grade.

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. I teach each class twice--once at 9:30 a.m. and again at 11:00 a.m. If a student oversleeps or misses class for any reason, s/he is permitted to come to the other section so there is some flexibility in attendance policies. Please note, however, that 9:30 a.m. students must take their exams at 9:40 a.m. and **may not** elect to take them later with the 11:00 class.

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

**IV. HONOR CODE:**

You are expected to abide by the honor code.

**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. 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 **comprehensive** final as students prefer to be tested more often on smaller amounts of material. 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 exams will be determined by a student vote. This should assist in avoiding conflicts with exams in other courses and athletic schedules. **An examination can always be taken earlier to accommodate students' schedules but cannot be taken late.** Please contact me well in advance if special arrangements are required. Earlier exam times can be arranged during working hours (8:30 a.m. - 4:30 p.m. weekdays). The departmental secretary or I will place you in a classroom in the Buckman building to take your exam. 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.

**VI. EXTRA CREDIT OPPORTUNITY:**

This assignment is NOT required, but could raise your grade one full letter grade if done well.

## Part A

Keep a diary/log diary/journal of everything that happens to you day-by-day. Keep this on a daily basis and list anything that takes place that you would characterize as important or significant in some way. For example, if the pizza delivery man was late on Thursday this was probably NOT very significant or important to your life, but if you found yourself overreacting to the event to the point that you couldn't regain your equanimity for hours after it happened, that reaction is probably significant. Last year, I was stung by a nest of yellow jackets when I tried to put my trash in the garbage container. For me that was a memorable and important event. After selecting significant events from your diary/log/journal, describe each in detail, characterize each as negative or positive and describe the events leading up to the event. Lastly, explain why you think these things happened to you. Was it because of external forces beyond your control, because of something you did or didn't do or a combination of both? Describe what you think led up to these events in detail.

This part of the project is due at the beginning of class on February 17<sup>th</sup>.

## Part B

Read the articles by Weiner & McClelland. Reread your diary/log/journal, the events related as important and/or significant, your descriptions and characterizations of the events, the circumstances that led up to each event and the causes that you ascribed to each. Is there anything that you would like to rewrite? Do you see ANY facet of these events differently? For example, are there events in your log/diary/journal that you should have chosen but didn't choose? Explain why you should have chosen this event and write it up as you did the others. Did you omit something important that you now realize led up to an event? Do you see external forces at work that you didn't see before? Were there actions that you took (or should have taken) that made a negative event take place (or would have prevented the negative event)? Are any of the events now negative that you thought were positive or the other way around? Did some of your choices turn out to be insignificant after all? Explain. Please write these later reflections.

Part B is due at the beginning of class on March 15<sup>th</sup>.

## **VII. GRADING:**

All exams will be weighted equally to determine your grade. **Your grade can be raised significantly by making substantive contributions in class, but will not be lowered if you do not participate.** To raise your grade, your participation must reflect thorough and consistent preparation of assigned readings. Any student who has made grades of A on the first three exams will be excused from taking the final exam and will receive an A in the course.

## COURSE OUTLINE - MANAGEMENT

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

History of Leadership Thought

Leadership Theory:

Definitions

Power/Influence

Authority

Idiosyncrasy Credit

Salancik & Pfeffer \*

Meindl \*

Life Cycle

Managerial Grid

Behavioral Theory

Contingency Theory

Fiedler

EXAMINATION

Tausky (2 chapters)

**ORGANIZATIONAL SOCIOLOGY**

Elements of Organizational Structure and

Principles of Organizational Design:

Design Alternatives

Organizational Metamorphosis

Dysfunctions of Classical Designs

V. Thompson\* (2 chapters)

Decision Making & Organizational Models:

Barnard

March & Simon

Williamson (3 chapters)

Discretionary Behavior

J. D. Thompson: A Synthesis

EXAMINATION

FINAL EXAMINATION

\* Articles that won't be discussed in class