ORGANIZATION AND MANAGEMENT
MGMT 3110-003
Class meets: T, TR; 1:00-2:25
Spring 2010
Coy A. Jones, Ph.D.
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Office Hours: Tues. & Thurs. 3:00 -5:00 pm, (or By Appointment)

Course description: Comprehensive survey of management functions, basic concepts and management principles; coverage of planning and decision making, organizing, directing and controlling; coordination of organizational resources to achieve objectives.

I. Mission of the Class: To improve our abilities to succeed and help others succeed.

II. Goals: To learn, that is, acquire new knowledge and skills. Students earn a grade and 3 semester hours credit. Make the course an enjoyable and successful experience.

III. Objectives: To gain an understanding of management processes in organizations by:
+ becoming familiar with the terms and terminology of organization and management
+ diagnosing problems of management in organizations
+ studying and experiencing and learning how to handle situations requiring managerial and leadership skills
+ evaluating and making decisions concerning the implementation of strategic plans and leadership in organizations

IV. Expectations Necessary for the Achievement of Above:

Students will:
+ attend, at least, 90% of the class meetings; **on time** (not tardy)
+ participate in class discussions and team projects
+ have read and understand text assignments prior to class or group discussion in order to gain quality participation
+ complete all written assignments on time
+ will not have laptops or cell phone, etc… turned on during class (no text messaging) – we will be engaging much more powerful technology
+ take all exams and quizzes at the same time the class takes them. **Make-up exams** only in the **most extreme circumstances**, requires documentation.

The Professor will:
+ meet classes on time
+ come to class prepared to instruct and provide a meaningful learning experiences
+ allow for and encourage student discussion on course material and structure
+ grade all students on the same basis (i.e., **performance/results**, exams, cases, assignments, and participation)

**Students are fully responsible to earn their grade. The professor is not expected to find a way to give a student a passing grade!**
MUTUAL AGREEMENT

The class will be an enjoyable and successful experience if we all commit to these expectations. It will be assumed that students remaining in the course agree that these expectations are reasonable and necessary. Our commitment to these expectations will make the achievement of the class mission, goals, and objectives possible.

POLICY ON CHEATING

It is expected that students are honest and inclined to do their own work. However, for the few who may be tempted to take advantage of some opportunity to unjustly enhance their performance, Part III A1 concerning Academic Misconduct and Part III A3 concerning Disciplinary Procedures of the Student Handbook will be enforced. (See last page)

POLICY ON CONDUCT IN CLASS

It is assumed that all students will conduct themselves appropriately during class. However, if any need to be reminded Part III E concerning Classroom Misconduct and Part III A# concerning Disciplinary Procedures of the Student Handbook will be enforced. The link for the Student Handbook is provided below:

http://saweb.memphis.edu/judicialaffairs/pdf/csrr.pdf

POLICY ON STUDENTS WITH DISABILITIES

Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from Student Disability Services (SDS). Students who request disability accommodations without a memo should be referred to SDS.
Principles of Management * (U of Memphis edition); Daft, Cengage, 2008. This section requires the use of a customized text to reduce student cost. Please be sure to purchase ISBN: 0538780096.

Prerequisite: Upper Division Status

**WARNING:** If you do not have the appropriate prerequisite for this course, you may be administratively dropped from this course. The administrative check will probably not be completed until after the add period is over.

**GRADING REQUIREMENTS AND PROCEDURES**

**Grading Criteria:** The grades will be determined by scores in five performance measures.

<table>
<thead>
<tr>
<th>Grade Allocation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>150</td>
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<tr>
<td>Exam II</td>
<td>150</td>
</tr>
<tr>
<td>Exam III</td>
<td>150</td>
</tr>
<tr>
<td>Instructor's Evaluation of class participation*** &amp; assignments</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td>500</td>
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</tbody>
</table>

***Potential Bonus or negative points = up to 15, + or –
To be eligible to earn any potential bonus point’s students must be in class on time and adhere strictly to the expectations on page 1! Remember “on time” is 1:00 pm and sharp!! A student that comes to class but does not adhere to the expectations will acquire negative points.

Grading Scale (expressed as a percentage of the total points possible): A+ = 97-100%, A = 90 - 96%, B+=87-89%, B = 80-86%, C+ = 77-79%, C = 70%, D+ = 67-69%, D = 60-66%, F = 59% or less

** The purpose of this performance measure is to determine how well students management themselves. Getting to class on time should be viewed as a management project that establishes programmed decisions regarding when to start to the classroom allowing for drive-time, parking-time, walking-to-the-building-time, and taking-care-of-necessities-time.

*** The quality of individual discussion will be a major factor. Quality aspects of discussion include: examples of course concepts in action, integration of two or more course concepts, or statements adding to the value/use of course concepts. The first assignment is found on the next to last page of this syllabus.

The first assignment is found on the last page of this syllabus!
MGMT 3110  
Tentative Schedule  
Spring 2010  

Your professor reserves the right to alter this schedule as circumstances may dictate. All changes will be announced in class. Any student not attending class on the day of a change announcement is held responsible for obtaining the information on their own initiative.

<table>
<thead>
<tr>
<th>Week of (Sundays):</th>
<th>Topics</th>
<th>Chapters in Daft</th>
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<tbody>
<tr>
<td>Jan. 10</td>
<td>The Evolution of Management Thinking</td>
<td>Ch. 2</td>
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<td>Jan. 17</td>
<td>Environment &amp; Corporate Culture</td>
<td>Ch. 3</td>
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<td>Jan. 24</td>
<td>Ethics and Social Responsibility</td>
<td>Ch. 5</td>
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<td>Jan. 31</td>
<td>Decision Making</td>
<td>Ch. 9</td>
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<td>Feb. 7</td>
<td>Planning</td>
<td>Ch. 7</td>
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<td>&lt;&lt;&lt;&lt;&lt;</td>
<td>Exam I, Thursday, Feb. 11 &gt;&gt;&gt;&gt;&gt;</td>
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<tr>
<td>Feb. 14</td>
<td>Strategy Formulation &amp; Implementation</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Design Adaptive Organizations</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Managing Change in Organizations</td>
<td>Ch. 11</td>
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<tr>
<td>Mar. 7</td>
<td>+++</td>
<td>[[[ Spring Break, Mar. 8-14]]]</td>
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<tr>
<td>+++</td>
<td>&lt;&lt;&lt;&lt;&lt;</td>
<td>Exam II, Tuesday, Mar. 23 &gt;&gt;&gt;&gt;&gt;</td>
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<td>Mar. 14</td>
<td>Human Resource Management</td>
<td>Ch. 12</td>
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<tr>
<td>Mar. 21</td>
<td>Dynamics of Behavior in Organizations</td>
<td>Ch. 14</td>
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<tr>
<td>+++</td>
<td>&lt;&lt;&lt;&lt;&lt;</td>
<td>Exam III - Thursday, May 6 - 10:30am – 12:30pm &gt;&gt;&gt;</td>
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<tr>
<td>Mar. 28</td>
<td>Leadership</td>
<td>Ch. 15</td>
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<td>Apr. 4</td>
<td>Motivation</td>
<td>Ch. 16</td>
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<tr>
<td>Apr. 11</td>
<td>Communication</td>
<td>Ch. 17</td>
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<tr>
<td>Apr. 18</td>
<td>Teamwork</td>
<td>Ch. 18</td>
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<td>Apr. 25</td>
<td>Quality Control</td>
<td>Ch. 19</td>
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Appendix I – Student Conduct

The University of Memphis

11. The “Vice President of Student Affairs” is that person designated by the University President to be responsible for the administration of the Code of Student Conduct.

12. The term “shall” is used in the imperative sense.

13. The term “may” is used in the permissive sense.

14. The term “policy” is defined as the written regulations of the Student Handbook, Residence Life Handbook, Graduate/Undergraduate Catalogues and the Schedule of Classes.

15. The term “cheating” includes, but is not limited to:
   a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
   b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
   c. the acquisition, without permission, of tests or other academic material before such material is revealed or distributed by the instructor;
   d. the misrepresentation of papers, reports, assignments or other materials as the product of a student’s sole independent effort, for the purpose of affecting the student’s grade, credit, or status in the University;
   e. failing to abide by the instructions of the proctor concerning test-taking procedures; examples include, but are not limited to, talking, laughing, failure to take a seat assignment, failing to adhere to starting and stopping times, or other disruptive activity;
   f. influencing, or attempting to influence, any University official, faculty member, graduate student or employee possessing academic grading and/or evaluation authority or responsibility for maintenance of academic records, through the use of bribery, threats, or any other means or coercion in order to affect a student’s grade or evaluation;
   g. any forgery, alteration, unauthorized possession, or misuse of University documents pertaining to academic records, including, but not limited to, late or retroactive change of course application forms (otherwise known as “drop slips”) and late or retroactive withdrawal application forms. Alteration or misuse of University documents pertaining to academic records by means of computer resources or other equipment is also included within this definition of “cheating.”

16. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

17. The term “academic misconduct” includes, but is not limited to, all acts of cheating and plagiarism as defined herein.

B. JUDICIAL AUTHORITY

1. The University has established alternative judicial bodies for hearing disciplinary charges under the Code of Student Conduct:
   a. Academic Discipline Committee - Charges of academic misconduct are heard by the Academic Discipline Committee. The Academic Discipline Committee is a University-wide standing committee composed of five (5) faculty members and four (4) members of the student body, all appointed by the President. There must be at least five (5) members of the

Examples of Disruptive Classroom Behaviors:

Usage of Electronic Devices

• Using cellular phones, text messaging iPods, MP3 players, laptops, etc. while class is in session

Unexcused exits

• Leaving to retrieve a soda or other snack items
• Leaving to engage in a conversation (i.e. person-to-person or by phone)
• Leaving before class is finished for any reason without prior permission from the instructor

Non-Permitted Communication During Classroom Instruction
• Talking while the instructor is talking
• Talking before being recognized by the instructor (i.e. blurtng out information)
• Talking without permission during classroom instruction (i.e. side conversations with an individual or in a group)
• Mimicking and/or consistently repeating an instructor’s words

Personal Attacks
• Engaging in abusive or mean spirited criticism of another student or an instructor
• Questioning an instructor’s authority in front of the class
• Continuing to insist on speaking with an instructor during classroom instruction
• Telling an instructor to “shut-up”

Threatening Behaviors
• Verbally abusing an instructor or student (i.e. cursing or extremely loud talking directed at a particular person)
• Threatening to physically harm an instructor or student through verbal or body gestures
• Intimidating through body gestures and/or posture or persistent staring at an instructor or student

Overt Inattentiveness
• Sleeping in class
• Preventing others from concentrating on classroom instruction
• Reading a newspaper, doing homework from another class, etc.

Other Distracting Behaviors
• Arriving late to class, especially on test dates
• Persistent Tardiness
• Creating excessive noise from packing up before class has ended
• Dressing inappropriately as to cause other students or instructor to be distracted (i.e. wearing pajamas, indecent exposure, or offensive words on clothing)
Learning Preferences
(In terms of sensory information intake)

There are many theories regarding learning styles; however, I want to focus a straightforward theory which evolved out of Neuro-Linguistic Programming (Bandler and Grinder, 1975). Neurological science has shown that we vary in our preferred manner of learning and the primary or basic skill in learning is receiving and understanding information. We all take information in through the five senses; however, individuals appear to develop preference for certain sensory intake and identify with that sense more readily. Therefore, when information is presented utilizing methods which relate to the preferred sense it is more readily received and understood.

Further, research has found that most people prefer one of three of the five senses. These three are: visual (seeing), auditory (hearing), or kinesthetic (feeling). I will refer to these as VAK for short. Below I have listed some common words and phrases that are used or preferred by those who identify more with visual, auditory or kinesthetic senses for taking in information. Review these to assist you in identifying your preferred sense for taking in information. To improve and enhance the quality of your learning you should begin to relate more readily to all three of these sensory intake methods and use each of them in your studies.

Visual preference most frequently use words like:
- Focus, imagine, look, see, show, visualize, illustrate, clear, clarify, picture, bright, dull, dark, reflect, outlook, reveal, foresee, notice, appear, view, scan, hazy, enlighten. Some phrases frequently used:
  - I see what you mean, we see eye to eye, I am looking closely at the idea, show me what you mean, it appears to me, taking a dim view.

Auditory preference most frequently use words like:
- Resonate, harmony, repeat, say, tune in, loud, tone, discuss, listen, sound, noisy, quiet, ask, hear, click, proclaim, remark, shout, vocal, tell, silent, shrill, rhythm, audible. Some phrases frequently used:
  - We are on the same wavelength, let’s live in harmony, turn a deaf ear, that rings true to me, music to my ears, very clearly expressed, loud and clear.

Kinesthetic preference most frequently use words like:
- Feel, touch, connect, complete, comfortable, grasp, handle, contact, push, rub, warm, cold, rough, gentle, sensitive, tangible, tension, hold, solid, smooth, heavy, pressure. Some phrases frequently used:
  - I’ll get in touch with you, feel it in my bones, thick skinned, can’t put my finger on it, control yourself, I’m not following you.

In summary, when studying, please practice using each of the three styles. Look at and understand the words, think about how they sound, and imagine how it would feel when you are in a situation or circumstances that the words describe. When all three styles are used in a deep and sincere manner, it will enhance your learning and move you to becoming a Master Learner.
Dear Student:

Your syllabus describes several goals and objectives. In this assignment I would like to get your assessment of these goals and objectives, and learn about your thoughts on this course. It is very important when beginning to learn anything that the student has a good idea of what it is she is attempting to learn. Equally if not more important to the learning process is that the student understands why he is undertaking the topic of study at this time in his education.

During the first class I attempted to provide some reasons and benefits for learning the concepts in Management 3110. I hope this was useful to you. More important is what you believe are the reasons and benefits to you for taking the course.

Please take the time to think deeply about these issues before you complete the assignment. The key issue is what I will learn in this course that will be useful to me in my career and life. Do not allow yourself to fall into the trap of just completing assignments to get a grade. My thoughts concerning the problems with education today are that people are more concerned with getting a diploma than getting an education, more concerned with getting a grade than with learning something useful, and that leads to being more concerned with getting a paycheck than in accomplishing meaningful work. Answer these questions thoughtfully and sincerely:

What do you think about the goals and objectives stated for this course?

What is your response to the "Mutual Agreement?"

How can you relate the course material to your life experiences?

What do you hope to learn from this course that will benefit you in your career?

What do you think about being asked to do this assignment?

**Type** your answers on one side of two to three sheets of paper (typed and double-spaced). I will be honored to see your professionalism.