Department of Management

MGMT 3110-301: Organization and Management
(Honors section)

Dr. John Amis

Spring, 2010

Days: Tuesday
    Thursday
Time: 9:40am-11:05am
Location: FCB 123

Office: FCB 344
Tel.: (901) 678-3065 (o)
     (901) 351-0173 (c)
E-mail: johnamis@memphis.edu

Office hours: Tuesday: 1pm-5pm
             Thursday: 1pm-5pm
             or by appointment

Course materials: https://elearn.memphis.edu/
Course Description
This course will consist of a series of interactive lectures that are intended to raise your understanding of what is required to be an effective, ethical manager. We will explore a number of different topics broadly organized around the basic management functions of planning, organizing, leading and controlling. A number of different learning strategies will be employed. Classes will usually start with a brief discussion of any newsworthy items that have arisen during the week with respect to the week’s topic. Class members will be selected at random to start these discussions, but participation from everybody is expected at various times, so please be prepared! You should get into the habit of reading newspapers and watching/listening to the news to remain abreast of topical and relevant discussions in the media. The instructor will then deliver a lecture to which students will be expected to contribute by answering (and asking!) questions and providing suitable examples. Occasionally, small group discussions may be facilitated that will focus on the required reading and a suitable case. You will be expected to be able to start a discussion related to the week’s reading(s) in the lecture. Participation will require that you have carried out the readings and thought about the concepts covered prior to class. The readings that you are expected to complete prior to class are listed on page 4.

If you feel uncomfortable with initiating the type of discussion that I have outlined here, please see me as soon as possible.

Course Aim
The aim of this course is to provide you with an understanding of some of the fundamental theoretical and practical management issues relating to the structure, systems and processes of organizations, and some of the expected behaviors of individuals within them.

Learning Outcomes
By the end of this course, you should:

- Be able to critically assess different theoretical approaches to management.
- Be able to apply different theoretical concepts to practical management situations.
- Be able to adopt and defend a position using concise verbal and written arguments.
- Have had the opportunity to develop your written and oral communication skills.

The course leader expects that you will:
- Invest time and effort in understanding the principles of management
- Take responsibility for your own learning
- Check, at least daily, established communication mechanisms (e.g., e-mail)
- Attend all lectures, and complete the assigned tasks and readings within the specified time frames
- Notify the course leader if circumstances prevent the completion of any assigned readings or tasks, or attendance at a particular lecture
- Communicate any difficulties that might impair learning or academic performance
- Follow the guidelines provided for the submission of written work
- Provide constructive feedback to the instructor regarding the content and delivery of the course
You can expect that the course leader will:

- Provide a course outline that clearly states the objectives of the course
- Provide a weekly breakdown of the course content, reading requirements and any tasks
- Provide a program of study that is challenging, intellectually stimulating, and allows for opportunities to analyze practical and theoretical aspects of management
- Provide a clear indication of the forms of assessment and dates for exams and submission of written work
- Create a climate that enhances student learning and achievement and is conducive to the open sharing of ideas
- Provide constructive feedback on work within one week of completion
- Hold office hours and be available for appointments to provide opportunities for the discussion of areas of interest and/or difficulty

Students with Disabilities
If you have some form of disability that you feel may affect your performance in this course, please contact me, in confidence, as soon as possible. Provided that you have documentation from the Student Disability Services office (110 Wilder Tower; tel.: 678-2880; www.people.memphis.edu/~sds/) I will be very willing to try to accommodate any request that you may have.

Dealing with Harassment
The Department of Management believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, a faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the Instructor, another faculty member, the Department Chair (Dr. Robert Taylor; tel.: 678-4551) or the University’s Affirmative Action Officer (Ms. Michelle Banks, tel.: 678-2713).

It is important that you speak immediately to someone with whom you feel comfortable in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Affirmative Action will be notified.

Course Text
All students are expected to purchase, or have significant access to, the course text: Daft, R.L. (2008) Management (8th edition or University of Memphis edition). Mason, OH: Thomson. Either version is fine, but the latter is cheaper if you buy it new; there is also an electronic version that you can purchase through the publishers website, www.cengage.com. There are additional learning resources provided on the e-learn web site that will help you review concepts and establish principles. I really encourage you to explore these, and do the review tests that are provided.
Learning Resources
It is important that you take responsibility for your own learning. However, there are a variety of resources to help you. The web-based resources that are provided by the textbook publisher Cengage have been found valuable by students who have previously taken this course. Two other useful units that you should familiarize yourself with, that provide free services, are the Educational Support Program and the Business Learning Center.

The Educational Support Program has proved to be very useful for students who wish to improve their writing and learning skills. Please visit the website at http://www.people.memphis.edu/~aetcpu/html/esp.HTM (417 Mitchell Hall, tel.: 678-2704) and get in touch with the Director of the Program, Dr. Barbara Bekis (bbekis@memphis.edu).

The Business Learning Center is located in FCB 256; tel. 678-3912. Tutors are available in accounting, statistics, finance, management, and marketing. Hours are 8:00 AM-7:00 PM, Monday-Thursday, 8:00-noon on Fridays.

Plagiarism & Exam Conduct
Next, a note on plagiarism. To plagiarize means to attempt to pass off the ideas or words of somebody else as your own. Plagiarism includes, but is not limited to, the use, paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. 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. This is an academic offence that the University takes very seriously. Any attempt to copy from another student during exams will be viewed in a similarly serious manner. Please refer to the University’s “Code of Student Rights and Responsibilities” (http://saweb.memphis.edu/judicialaffairs/csc/CSRR.pdf) for actions that may result from student academic misconduct along with your other rights and responsibilities.
Course Content

The course will cover each of the following topics, and highlight the way in which they impact on the management of different organizations. You will be expected to have read each of the required chapters from the course text before the start of each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14th January</td>
<td>An introduction to management</td>
<td>None</td>
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<tr>
<td>2</td>
<td>19th January</td>
<td>Managerial foundations</td>
<td>2</td>
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<tr>
<td></td>
<td>21st January</td>
<td>Understanding the environment</td>
<td>3</td>
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<tr>
<td>3</td>
<td>26th January</td>
<td>Organization culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>28th January</td>
<td>Managing in a global environment</td>
<td>5</td>
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<tr>
<td>4</td>
<td>2nd February</td>
<td>Ethical management</td>
<td>4</td>
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<tr>
<td></td>
<td>4th February</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>9th February</td>
<td>Entrepreneurial &amp; small business management</td>
<td>6</td>
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<tr>
<td></td>
<td>11th February</td>
<td>Section review &amp; tutorials</td>
<td>None</td>
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<tr>
<td>6</td>
<td>16th February</td>
<td>Exam</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>18th February</td>
<td>Human Resource Management</td>
<td>12</td>
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<tr>
<td>7</td>
<td>23rd February</td>
<td>Planning</td>
<td>7</td>
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<td></td>
<td>25th February</td>
<td>Decision-making</td>
<td>9</td>
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<tr>
<td>8</td>
<td>2nd March</td>
<td>Strategy: Formulation &amp; Implementation</td>
<td>8</td>
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<td></td>
<td>4th March</td>
<td>Strategy: Understanding resources</td>
<td></td>
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<tr>
<td>9</td>
<td>9th March</td>
<td>Spring Break</td>
<td>None</td>
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<td></td>
<td>11th March</td>
<td></td>
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<tr>
<td>10</td>
<td>16th March</td>
<td>Organizing</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>18th March</td>
<td>Structure and design</td>
<td></td>
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<tr>
<td>11</td>
<td>23rd March</td>
<td>Organizational behaviour</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>25th March</td>
<td>Section review &amp; tutorials</td>
<td>None</td>
</tr>
<tr>
<td>12</td>
<td>30th March</td>
<td>Exam</td>
<td>None</td>
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<tr>
<td></td>
<td>1st April</td>
<td>Leadership</td>
<td>15</td>
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<tr>
<td>13</td>
<td>6th April</td>
<td>Change &amp; Innovation</td>
<td>11</td>
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<td></td>
<td>8th April</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>13th April</td>
<td>Teams &amp; Teamwork</td>
<td>18</td>
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<tr>
<td></td>
<td>15th April</td>
<td>Communication &amp; IT</td>
<td>17</td>
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<tr>
<td>15</td>
<td>20th April</td>
<td>Understanding Motivation</td>
<td>16</td>
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<tr>
<td></td>
<td>22nd April</td>
<td>Control</td>
<td>19</td>
</tr>
<tr>
<td>16</td>
<td>27th April</td>
<td>Final assignment &amp; Course wrap-up</td>
<td>None</td>
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</tbody>
</table>

If you require further readings in any particular area, please consult with the instructor or examine the journals listed on the next page.
**Useful Journals**

Please note, while this list comprises some of the better journals in our field, it is not exhaustive. You are encouraged to use some of the excellent electronic search engines (e.g., Business Source Premier, ABI Inform) that are available through the library.

<table>
<thead>
<tr>
<th>Academy of Management Journal</th>
<th>Academy of Management Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Management Perspectives</td>
<td>Administrative Science Quarterly</td>
</tr>
<tr>
<td>California Management Review</td>
<td>Organization Studies</td>
</tr>
<tr>
<td>European Journal of Marketing</td>
<td>Harvard Business Review</td>
</tr>
<tr>
<td>Human Relations</td>
<td>International Journal of Advertising</td>
</tr>
<tr>
<td>Journal of Applied Behavioral Science</td>
<td>International Review for the Sociology of Sport</td>
</tr>
<tr>
<td>Journal of Management</td>
<td>Journal of Management Studies</td>
</tr>
<tr>
<td>Journal of Sport Management</td>
<td>Organization Science</td>
</tr>
<tr>
<td>Sloan Management Review</td>
<td>Strategic Management Journal</td>
</tr>
</tbody>
</table>

**Additional Research, Reading & Writing Resources**

There are a number of online databases that students should become wholly familiar with, since they greatly enhance the research process. These include:
- Online Catalogue: University of Memphis Library
- Business Source Premier – on-line journal database and search engine
- ABI Inform – on-line database and search engine
- LEXIS-NEXIS Academic Universe provides access to a wide range of news, business, legal, and reference information.
- Other Research Databases through the University of Memphis library network.

**Forms of Assessment**

There are four forms of assessment: two exams (each worth 30% of your final grade), a final written assignment (30%), and a participation component (10%). Please note, extensions will be granted in only the utmost of exceptional circumstances as per the university regulations. Grades available for this course are: A+, A, A- (100%-90%); B+, B, B- (89%-80%); C+, C, C- (79%-70%); D+, D, D- (69%-60%); F (59%-0%).

**Participation (10%)**

You will be able to earn 10% through your participation in the class. This will be based on punctual attendance and active engagement in the class. I will be looking for contributions that are considered, show understanding, provide evidence of reading, and exhibit a willingness to appreciate the contributions of others in the class.

A maximum of 9% will be available for attendance as this constitutes the primary form of participation; a maximum of 2% will be available for contribution to class discussions.
Exams (60%)
The exams will be held in class on Tuesday 16th February 2010 and Tuesday 30th March 2010. Each exam will start promptly at the beginning of class – no late admittance will be possible because of the disruption to other students. Exam 1 will draw on the material covered in the first five weeks of the course; exam 2 on weeks 6 to 11. Please be prepared to answer questions that will draw upon lectures, discussions, readings, videos or other information with which you have been provided. If you miss an exam, no make-up will be possible.

Final Assignment (30%)
The second form of assessment is an assignment in which you will be provided with a case and choice of essay questions that will draw upon multiple topics covered in the class. This is worth 30% of your final mark. The assignment details will be handed out in class on Tuesday 27th April 2010 and must be handed in to FCB 344 on or before 9:30am, Tuesday 4th May 2010.

- On the assignment, please DO NOT include a coversheet – just put the title of your assignment, the course code (MGMT 3110-301), my name, the last four digits of your social security number, and the date that the paper was handed in.
- DO NOT put down your name.
- DO NOT use any form of plastic sleeve or folder – it is wasteful of resources and time consuming for the marker.

The grading of the assignment will be based on the following:

1. Clear evidence of a good understanding of the question.
2. Ability to link theoretical concepts with the case analyzed.
3. Depth of analysis (for example, evidence of thought, ability to synthesize different arguments, reconciliation of conflicting view points, etc.)
4. Clarity of assignment structure (i.e., clear introduction, development of argument and conclusion)
5. Evidence of background reading/research
6. Correct referencing of sources using a style consistent with an appropriate academic journal.
7. Spelling, grammar, style and presentation.
8. Ability to stay within the specified word limit.
More specifically, the following criteria will be used during the grading of the assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark range</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- to A+</td>
<td>90 – 100%</td>
<td>An authoritative grasp of the subject is clearly demonstrated. Writing shows evidence of a careful analysis of the problem, an ability to construct a logical argument, and a critical approach that is thorough, extensive and demonstrates clear insight into the problem. Evidence of background reading will be supplied. The paper will be well written with no major spelling, punctuation or syntax errors.</td>
</tr>
<tr>
<td>B- to B+</td>
<td>80 – 89%</td>
<td>A sound and above average understanding of concepts, method, and content. Clear evidence of a logical ordering of ideas and arguments. All the major points will have been considered and some insight provided along with evidence of background reading. The paper will again be devoid of major technical writing errors.</td>
</tr>
<tr>
<td>C- to C+</td>
<td>70 – 79%</td>
<td>The basic subject matter is adequately covered with no serious omissions or errors. Some insight is provided. While there may be some weaknesses, these will be limited. Some writing errors will likely be apparent.</td>
</tr>
<tr>
<td>D- to D+</td>
<td>60 – 69%</td>
<td>Likely to be highly descriptive and lacking in critical thought or insight. There may be a lack of understanding of key concepts and limitations in the ability to select relevant material. These will be demonstrated by omission of key points and inclusion of irrelevant ones. Likely to be grammatical errors that detract from the clarity of the paper.</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>A failing grade will be given if any of the following are relevant: the work does not satisfactorily address the problem that has been set; the work shows little or no understanding of the subject matter; the work has been plagiarized; the work was handed in late; there is no evidence provided of any reading.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete grade</td>
<td>A grade of “I” (Incomplete) may be assigned by the instructor when a student is unable to complete the work due to EXTRAORDINARY events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the “I” within 45 days from the end of the semester in which it was received the “I” will be changed to a “F” regardless of whether or not the student is enrolled.</td>
</tr>
</tbody>
</table>
Writing Tips
These are some common mistakes that students have made over recent years. With some care they can be easily avoided, and will help you improve your overall grade. I will be quite unsympathetic towards anybody who makes the mistakes listed below.

1. Make sure that you have the automatic back-up function activated and set to 5 minutes. Each time you finish a work session, back up your material on a jump drive and store it safely.

2. Always use a spell and grammar check (be careful with the latter).

3. Always, always, always get your work proof read by somebody before you hand it. It is also a good idea to read your work aloud (I would do this in your bedroom when everybody is out!) – this will help you pick up a lot of the grammatical mistakes.

4. Make sure that you answer all parts of the question – don’t leave anything out. If you are unsure as to what is being asked of you, please consult the instructor.

5. Avoid unnecessary preamble reiterating the question – the best writers get straight into their work and grab the reader’s attention right away. This is particularly important with short assignments.

6. Syntax - avoid long sentences – do not use more than one joining word (and, but, etc.);
- keep writing sharp and focused, do not ramble;
- avoid one-sentence paragraphs;
- do not use “you” and “your”; do use “I” and “my”.

7. “it’s” = it is; “its” is the possessive form. Please get this right!!

8. Check an appropriate journal for a referencing format and ensure that you use this consistently throughout your paper.

9. Use a reference list, not a bibliography.

10. Include in the reference list only the citations that appear in the text.

11. When you paraphrase, put the reference in brackets at the end of the sentence, or write in the text and just put the year in brackets, e.g. “Plowman et al. (2007) suggested that…” or “Radical change can develop incrementally (Plowman et al., 2007)”.

12. If you use a direct quote, you must also cite the page numbers. The direct quote should follow on smoothly from your own writing.

13. Put page numbers on assignments.
14. Avoid conversational/journalistic-style language such as, “in your own eyes”, “to the tune of”, “at the end of the day”. Remember that you are writing an academic paper, not a newspaper article.

15. Make sure that the second half of the sentence follows on smoothly from the first half, that one sentence clearly follows the previous one, and that one paragraph logically follows the previous one.

16. Do not use abbreviations such as e.g., i.e., etc. in the text; they are permissible in parentheses; do not use contractions, such as it’s, can’t, or don’t at all.

17. “e.g.” means “for example”; “i.e.” means “in other words”.

18. When you do use acceptable abbreviations or acronyms, make sure that they are cited in full the first time that they are used, for example, “The National Basketball Association (NBA) has expanded rapidly”.

19. Avoid bias in your writing. For example, “Bankers make too much money.”

20. Try not to repeat words in the same sentence or in the next two to three sentences.

21. Try to avoid using brackets – if it is important put it in the text, if not leave it out.

22. Make sure that different parts of the paper agree. Common mistake: “The Memphis City Council contributed some funding. They were heavily involved in the project.” “The Memphis City Council” is singular, therefore instead of “They were” use “It was”.

23. Only people have feelings, aims and objectives, organizations do not. For example, “The firm’s aims were…” is an example of anthropomorphism and is incorrect.

Enjoy the course, and please feel free to contact me at anytime.