Federal State Autonomous Educational Institution for Higher Professional Education "National Research University "Higher School of Economics", Saint-Petersburg campus

Saint-Petersburg School of Economics and Management

Course Syllabus Management

for undergraduate degree 38.03.02 «Management»; undergraduate program «Management»

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Approved by the Director of Undergraduate Studies in Management Office

«_____»_____2018 г.

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«_____»_____2018 г.

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Saint-Petersburg, 2018

Аннотация для программы учебной дисциплины, читаемой на иностранном языке

Название: Менеджмент
Место в программе: 1 и 2 модуль, 1 курс, программа «Менеджмент»
Автор: Плахотник Мария Сергеевна, EdD, доцент, департамент «Менеджмент»,
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Цель: Целью освоения этой дисциплины является формирование базовых знаний по менеджменту в современных организациях. Дисциплина включает в себя такие разделы как история и теория менеджмента, основные концепции и функции менеджмента, организационная среда, стратегическое управление, организационная структура и культура, управление человеческими ресурсами, лидерство, и такие процессы, как коммуникация, мотивация и управление конфликтами. Освоение дисциплины направленно на формирование ключевых компетенций, необходимых для управления современной организацией в условиях глобальной меняющейся среды.

Структура и темы

№	Темы	Всего часов	Аудиторные часы			Домашняя работа
			Лекции	Семинары	Практические занятия	
1	Введение: Определение и основные концепции и функции менеджмента.	30	4	4		22
2	Развитие управленческой мысли.	30	4	2		24
3	Стратегическое управление.	28	2	4		22
4	Основы организации, организационная структура и культура.	28	4	4		20
5	Человек, коллектив и организация. Управление человеческими ресурсами.	28	4	4		20
6	Лидерство.	28	4	2		22
7	Коммуникация. Мотивация. Управление конфликтами.	28	2	4		22
8	Менеджмент в 21 веке: этика, социальная ответственность, инновация и культурное разнообразие.	28	2	2		24
	Total	228	26	26	0	176

Место в программе
Дисциплина относится к блоку обязательных профессиональных дисциплин (в профильной области). Пре-реквизитами являются дисциплины, обозначенные в учебной программе. Дисциплина читается на английском языке.

Контроль и оценка

Накопительная: $0{,}4{\cdot}О_{д/з} + 0{,}1{\cdot}О_{A1,} + 0{,}1{\cdot}О_{A2} + 0{,}2{\cdot}О_{кр1} + 0{,}2{\cdot}О_{кр2}$
Итоговый: Экзамен
Результирующая $= 0{,}7{\cdot}О_{накопленная} + 0{,}3{\cdot}О_{экзамен}$

1 Background

This course syllabus outlines the requirements to the student knowledge and skills as well as the course content, activities, and assessment.

This course syllabus is intended for instructors who teach this course, teaching assistants, and students completing the undergraduate degree 38.03.02. "Management", undergraduate program "Management", enrolled in the course "Management".

This syllabus is developed in accordance with

- The Educational Standard of NRU HSE for the undergraduate degree 38.03.02. "Management";
- Undergraduate program "Management", the undergraduate degree 38.03.02. "Management";
- Curriculum NRU HSE Saint Petersburg for the undergraduate degree 38.03.02. "Management".

2 Goals

This course is designed to provide students a broad overview of the subject of management. The goal of this course is to expose students to the theories and principles that are important for successful management of organizations. Topics include management theory and history; the changing business environment; elements of strategic planning and human resource management; leadership; decision-making; conflict management; motivation; communication as well as social responsibility, innovation, and diversity. Students will also examine behavioral, political, and organizational dynamics of managerial practice and the challenging roles of managers at different levels (i.e., line managers, mid-level managers, top managers/executives) of organizations. The course combines lectures and interactive seminars to promote student critical thinking and problem-solving skills. The course assignments are based on current literature in management and on-line resources and include individual and group work.

3 Learning outcomes

Upon the course completion, the student is expected to

- Know
  - main periods in the development of management as an academic discipline and as a field of practice;
  - roles and functions of the manager in today's organizations;
  - main business processes in organizations;
  - ethical challenges in contemporary business environments;
  - the influence of diverse contexts on organizational practices;
  - approaches to strategic planning and goal—setting;
  - types of organizations structure;
  - methods of human resource management, including recruitment, selection, training and development;
  - practices of effective decision-making, conflict management, and communication, both interpersonal and across the organization;
  - techniques for leading and motivating individuals and teams;
  - organizational culture and its types; managerial tools for organizational culture development and maintenance;

3

- theories of and approaches to the implementation of an organization change;
- the skills, abilities, and tools needed to obtain a job on a management track in an organization.

- Be able to

  - set goals and objectives; develop and manage processes for getting work done effectively;
  - analyze internal and external organizational environment; identify its key elements and influence on the functioning of the organization;
  - identify practices for effective team-building and team management;
  - create a work environment that motivates and engages employees to work productively;
  - develop and implement the right business strategy for creating competitive advantage and achieving profitably;
  - analyze communication processes in the organization and suggest strategies for their improvement;
  - analyze organizational culture and develop strategies and practices for its maintenance and/or change;

- Have experience

  - using managerial practices (e.g., make decisions, solve problems, solve team conflicts) to improve team and organizational effectiveness;
  - discussing main management concepts in English;
  - reading and critiquing articles around management published in current scholarly journals and professional magazines;
  - applying their knowledge to analyze problems and cases related to management.

As a result, the student acquires the following general competencies (GC) and professional competencies (PC):

Competency	Code	Description	Coursework
Can work in a team	GC-7	Can perform well when working with others	Seminars, preparation and presentation of group assignments
Can participate in work and other activities in international contexts	GC-10	Can perform and communicate well when happens to be in international contexts (e.g., international companies, research groups, projects)	Lectures, seminars, reading, homework assignments, videos, discussions
Understands social importance of the profession and is highly motivated to become a part of the profession	PC-1	Understands the role of management on the achievement of organizational and societal goals and wants to contribute to the growth of the field	Lectures, seminars, reading, homework assignments, videos, discussions
Can make managerial decisions and evaluate their outcomes	PC-2	Can assess the situation in the organization, chose and implement a solution, and evaluate the outcome	Lectures, seminars, reading, homework assignments, videos, discussions

Competency	Code	Description	Coursework
		of the solution	
Is capable of actively participating in the implementation of an organizational change initiative	PC-5	Understands the main goals and aspects of an organizational change and is equipped with knowledge to participate in the implementation of an organizational change	Lectures, seminars, reading, homework assignments, videos, discussions
Can apply his/her knowledge of the motivation theory and leadership in his/her management practice	PC-6	Understands how to utilize his/her knowledge of the motivation theory and leadership to effectively manage his/her employees	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in the development and implementation of the HRM strategy in an organization	PC-7	Can assist in the development and implementation of the HRM strategy in an organization that helps enhance corporate strategy	Lectures, seminars, reading, homework assignments, videos, discussions
Can plan and implement effective interpersonal, group, and organizational communication strategies	PC-8	Communicates effectively in interpersonal, group, and organizational settings	Lectures, seminars, reading, homework assignments, videos, discussions
Can effectively perform his/her managerial responsibilities in a multicultural environment	PC-9	Effectively performs his/her managerial responsibilities while working with people from different religious, cultural, linguistic, professional, educational backgrounds	Lectures, seminars, reading, homework assignments, videos, discussions
Understands the connection between his/her managerial decisions and social responsibility	PC-10	Understands the connection between his/her managerial behavior, attitudes, and decisions and the company's social responsibility	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in the development and implementation of the marketing strategy	PC-11	Has knowledge and skills to contribute to the planning and implementation of an effective marketing strategy	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in the development of innovations (e.g., technology, product)	PC-12	Has knowledge and skills to contribute to the planning and implementation of new products or technologies	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in company operations	PC-13	Has knowledge and skills to contribute to the effective functioning of company operations	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in managerial decisions related to global markets	PC-15	Has knowledge and skills to contribute to managerial decisions related to global markets	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in the development of strategies to	PC-16	Has knowledge and skills to contribute to managerial decisions that	Lectures, seminars, reading, homework assign-

Competency	Code	Description	Coursework
increase the company's competitive advantage		aim at improving the company's competitive advantage	ments, videos, discussions
Can develop and implement management strategies and evaluate their outcomes	PC-17	Understands how leading organizations worldwide approach the development, implementation, and evaluation of management strategies	Lectures, seminars, reading, homework assignments, videos, discussions
Can conduct a SWAT analysis	PC-20	Has knowledge, skills, and experiences to conduct an analysis of the company's strengths, weaknesses, opportunities, and threats	Lectures, seminars, reading, homework assignments, videos, discussions
Can conduct an analysis of markets to improve their managerial decisions	PC-25	Has knowledge, skills, and experiences to conduct an analysis of financial markets and use the results to improve their managerial decisions	Lectures, seminars, reading, homework assignments, videos, discussions
Can conduct an analysis of the company's operations to improve their managerial decisions	PC-26	Has knowledge, skills, and experiences to conduct an analysis of financial mark the company's operations and use the results to improve their managerial decisions	Lectures, seminars, reading, homework assignments, videos, discussions
Can evaluate economic and social factors that impact entrepreneurial activity of the company	PC-29	Has knowledge, skills, and experiences to evaluate economic and social factors that impact entrepreneurial activity of the company	Lectures, seminars, reading, homework assignments, videos, discussions
Can participate in the development and implementation of the social responsibility of the company	PC-30	Can contribute to the development and implementation of the social responsibility of the company by establishing partnerships with all stakeholders	Lectures, seminars, reading, homework assignments, videos, discussions

4 Relation to Other Courses in the Program

The course is offered as a required core professional course. To be able to enroll into the course, the student has to complete all course work required by the program. The course is taught in English. The course provides foundation for other management courses offered by the program.

5 Course Topics

№	Topics	Total hours	Classroom hours			Homework hours
			Lectures	Seminars	Practicums	
1	Introduction: The nature and functions of management	30	4	4		22
2	Development of management thought	30	4	2		24
3	Strategic management	28	4	2		22

4	Organization, structure, and culture	28	4	4		20
5	Understanding and managing individuals and teams	28	4	4		20
6	Leadership	28	4	2		22
7	Communication, motivation, and conflict management	28	2	4		22
8	Managing in the global environment: Ethics, social responsibility, innovation, and diversity	28	2	2		24
	Total	228	26	26	0	176

6 Assessment

Type	Method	Module		Department	Description
		1	2		
Formative	Homework	v	v	Management	A variety of individual and group assignments given to complete at home
	Quizzes	v	v	Management	Multiple-choice, yes/no, and fill in the blanks quizzes given in a written format
	A Profile of a Manager	v		Management	Small group assignment prepared at home and reported in class
	A Student Created Video		v	Management	Small group assignment prepared at home and reported in class
Summative	Exam		v	Management	Multiple-choice, yes/no, and fill in the blanks exam given in a written format

6.1 Grading criteria

Class participation refers to in-class discussion of a variety of individual and group assignments. Class participation is encouraged. Class participation is **not** a part of the grade.

6.1.1 Homework includes a variety of individual and group assignments given to complete at home. Homework will be checked in class or turned in in writing. Homework is graded as pass/fail in accordance with criteria specific for each homework assignment. Instructors might provide additional criteria for some assignments.

6.1.2 A1: A Profile of a Manager is an activity that provides students an opportunity to learn about everyday tasks and main functions of a manager. The assignment has two parts.

During part One (individual), *An Interview with a Manager,* each student is assigned to interview either a line manager, a mid-level manager, or a top manager. The interviewee must have at least 1 year of managerial experience at the chosen level. Students are not allowed to interview members of their immediate family (e.g., mom, dad, sister). However, students can "swap relatives" with each other (e.g., Anna interviews Nick's mom and Nick interviews Anna's dad). The interview should be 15-20-minute long via phone, skype, or face-to-face (preferred). Considering the cultural and linguistic diversity of the class, the interview can be conducted in any language and with managers in any organization or country.

During the interview, each student has to ask questions about the manager's (1) main functions, (2) everyday tasks, (3) main challenges, (4) necessary skills, competencies, knowledge base, (5) and piece of advice for a manager-to-be. In addition, each student has to provide the following information about the interviewee: Name, job title, organization (department/division, if applicable), industry, the number of people under the supervision, and length of work experience in general and in this position in particular. Interviewee name and organization will not be reported to class; only the instructor knows this information.

All students will have 2 weeks to complete this part of the assignment.

Students **must** summarize and type up the answers in English in MS Word. This document has to be organized well for easy navigation of the instructor. (The instructor should be able to clearly see which part of the text refers to skills and which part refers to functions). Each student **must** print this document and bring this document to class when it is due. The instructor will check this document. Students who do not complete part One will not receive any grade for this assignment, but they should participate in Part Two. In other words, completion of Part One is a prerequisite to Part Two.

During part Two (group), *A Composite Profile*, students develop a composite profile of a manager at the chosen level. Two groups create a profile for a line-manger, two more for a mid-level manager, and the remaining two - for the top manager. Students will have one week to develop the profile at home to present them to the class.

Profiles of each two groups (pairs) will be compared and evaluated by the remaining four groups and the instructor. The evaluators will pick the best (out of the two). The profiles are evaluated if they are (a) organized, (b) complete, (c) creative, and (d) clear/convincing to the audience. The top group in each pair receives 8-10 points; the other group receives 8-0 points. Members of each group receive the same grade for this assignment. Groups should limit their profile presentations to 10-15 minutes. Groups should use the board and other materials to present their profiles. This assignment is due in Module 1. Specific dates will be provided by the instructor.

6.1.3 A2: A Student Created Video provides students an opportunity to demonstrate their understanding of a concept related to the class. Students will work in groups of 4-5 people to study a concept and present this concept to the class by creating a 4-8 minute video. The list of concepts will be provided by the instructor. Students will be responsible for finding materials to learn about the concept. The videos will be shown during seminars. The videos will be graded based on the following criteria: (1) content, (2) originality, and (3) student ability to answer additional questions from the audience.

In addition to the video, students will have to provide to the instructor a handout that has (1) a summary of the concept presented in the video and (2) a list of sources cited in the video. If the handout is complete, it will be forwarded to other students in the group. If the handout is incomplete or missing, the instructor will lower the grade for the assignment. Members of each group receive the same grade for this assignment.

If the video is successful, the students will be asked to forward the video to other students. Students are responsible for making sure that the video is compatible with the computer in the room. Students are encouraged to test this compatibility at least a week before the due date. If they experience technical problems that could have been avoided on the due day, the instructor will lower their grade for the assignment.

The Student Created Video assignment is graded as follows:

Expectations	Points
Video content	3
Video originality	2
Student ability to answer additional questions from the audience	1
Handout: summary of the concept presented in the video	2
Handout and Video: quality of sources used in the video*	2
Total	**10**

* Students should use reliable sources, not websites. Students should ask the instructor what sources they should use.

This assignment is due in Module 2. Specific dates will be provided by the instructor.

6.1.4 Quizzes: These are two multiple-choice, yes/no, and fill in the blanks type of quizzes. They are given in a written format. The first quiz will assess student understanding of the first 4 topics; the second – of the remaining four. The dates for the quizzes will be provided to the students. Each quiz consists of 30 questions. The correct answer to each question is worth 1 point. The maximum number of points for this exam is 30. The number of points scored by each student is divided by 3 to get a grade on the 10-point scale. The results are rounded to the closest whole number (e.g., 3,1-3,4 are rounded to 3; 3,5-3,9 are rounded to 4). For example, if the student receives 19 points, they are divided by 3, and the resulting 6,3 points are rounded to 6; the total grade for the exam is 6.

6.1.5 Exam: This is a multiple-choice, yes/no, and fill in the blanks type of exam given in a written format during the finals week. The exam consists of 50 questions. The correct answer to each question is worth 1 point. The maximum number of points for this exam is 50. The number of points scored by each student is divided by 5 to get a grade on the 10-point scale. The results are rounded to the closest whole number (e.g., 3,1-3,4 are rounded to 3; 3,5-3,9 are rounded to 4). For example, if the student receives 37 points, these points are divided by 5, and the resulting 7,4 is rounded to 7; the total grade for the exam is 7.

6.1   Grades

The cumulative grade consists of grades for all assignments and the quizzes and is calculated as follows:

$$O_{cumulative} = 0,4 \cdot O_{homework} + 0,1 \cdot O_{A1} + 0,1 \cdot O_{A2+} + 0,2 \cdot O_{quiz1} + 0,2 \cdot O_{quiz2}$$

The final grade consists of the cumulative grade and the final exam grade and is calculated as follows:

$$O_{final} = 0,7 \cdot O_{cumulative} + 0,3 \cdot O_{exam}$$

7. Course content

NOTE: Below is a list of topics discussed in this class. Each topic will be discussed during one of several seminar(s) and lecture(s). Students are given homework (readings and assignment) during each seminar.

1. Introduction: Nature and Functions of Management
Main reading
Daft, R. L. (2010). *Management (9th ed.).* Boston, MA: Cengage Learning. Ch 1, 8

Additional resources
Tracy, B. (2014). *Management.* AMACOM. ISBN: 9780814434208 Electronic book
Tulgan, B. (2014). *The 27 challenges managers face: Step-by-step solutions to (nearly) all of your management problems.* Jossey-Bass. ISBN: 9781118935019 Electronic book
Drucker, P. F., Kuhl, J. S., & Hesselbein, F. (2015). *Peter Drucker's five most important questions: Enduring wisdom for today's leaders.* John Wiley and Sons. ISBN: 9781118979617 Electronic book
Drucker, P. F. (2008). *Management* (Rev. Ed.). Harper-Collins. ISBN 978-0061252662
Hamel, G. (2008). *The future of management.* Harvard, Ma: Harvard Business School.
Wagner, R., & Harter, J. K. (2006). *12: The elements of great managing.* Washington, DC: The Gallup Organization.
Cappellen, T., & Janssens, M. (2010). The career reality of global managers: An examination of career triggers. *The International Journal of Human Resource Management, 21*(11), 1884-1910. doi: 10.1080/09585192.2010.505090
Mintzberg, H. (1980). *The nature of managerial work.* Upper Saddle River, NJ: Prentice Hall.
Academy of Management – http://www.aom.org
Institute of Certified Professional Managers https://www.icpm.biz/
The Wall Street Journal https://www.wsj.com/
BusinessWeek https://www.bloomberg.com/businessweek
Fortune http://fortune.com/
Fast Company https://www.fastcompany.com/
Forbes https://www.forbes.com

Sample review and discussion questions:
Who is the manager?
What are typical levels of management?
What are main functions of management?

What knowledge and skills should managers have?
What are Mintzberg's managerial roles?
That challenges do first-time managers face?
What are the steps in the decision-making process?
How do biases affect decision making?
What challenges do managers face?
What is the main difference between managers and employees in non-managerial positions?

Sample homework assignments:

1.1 In groups of 3-4, discuss situations where you had to make decisions. Share both good and bad decisions you have made. Examine what led to you making good/bad decisions. Write a bullet list of suggestions for making good decisions. Be ready to share it with the class.

1.2 Using current business periodicals (e.g., *The Wall Street Journal, BusinessWeek, Fortune, Fast Company, Forbes*) find and be ready to discuss five examples of challenges managers face today.

2. Development of Management Thought

Main reading

Daft, R. L. (2010). *Management.* Boston, MA: Cengage Learning. Ch 2

Additional resources

Garuzzo, G. (2014). *Fiat: The secrets of an epoch.* Basel, Switzerland: Springer. ISBN: 978-3-319-04783-6

Soderquist, K. E., Wang, F., & Prastacos, G. P. (2012). *Leadership through the classics: Learning management and leadership from Ancient East and West philosophy. Berlin, Germany: Springer. ISBN:* 978-3-642-32444-4

Pearson, G. J. (2009). *The rise and fall of management: A brief history of practice, theory and context.* Farnham, United Kingdom: Ashgate Publishing Group. ISBN: 978-0-566-08976-3

Lamond, D. (Ed.). (2005). *Management History. Management Decision, 43(10).*

Grattan, R. (2008). Crafting management history. *Journal of Management History, 14*(2), 174-183.

Vaszkun, B., & Tsutsui, W. M. (2012). A modern history of Japanese management thought. *Journal of Management History, 18*(4), 368-385.

Pindur, W., Rogers, S. E., & Kim, P. S. (1995). The history of management: A global perspective. *Journal of Management History, 1*(1), 59-77.

Sample review and discussion questions:

1. What early evidence of management practice can you describe?
2. What are the important contributions made by the classical theorists?
3. What did the early advocates of OB contribute to our understanding of management?
4. Why were the Hawthorne Studies so critical to management history?
5. What kind of workplace would Henri Fayol create? How about Mary Parker Follett? How about Frederick W. Taylor?
6. What has the quantitative approach contributed to the field of management?
7. What is total quality management?

Sample homework assignments:

2.1 Fayol proposed 14 principles of management that apply to all managers regardless of the level of management, organization, or industry. Examine and critique these 14 principles and Fayol's proposition.

2.2 In groups of 3-4 discuss how systems theory and the contingency approach make managers better at what they do.

3. Strategic Management

Main reading

Daft, R. L. (2010). *Management.* Boston, MA: Cengage Learning. Ch 6-8

Additional resources

Rao, S. P. (2009). *Strategic management.* Mumbai, India: Global Media.

Atta-Panin, J. (2013). Leadership and strategic management. *GSTF Business Review (GBR), 3*(1), 14-21.

Nyaanga, S., Ehiobuche, C., & Ampadu-Nyarkoh, K. (2013). Virtual organization: A strategic management option for business in developing countries. *International Journal of Arts & Sciences, 6*(2), 469-499.

Meeks, M. D. (2015). Strategic management and the disparate duties of the CEO. *Academy of Strategic Management Journal, 14*(2), 93-116.

Carcano, L. (2013). Strategic management and sustainability in luxury companies: The IWC case. *The Journal of Corporate Citizenship, 52,* 36-54.

Qehaja, A. B., Kutllovci, E., & Pula, J. S. (2017). Strategic management tools and techniques: A comparative analysis of empirical studies. *Croatian Economic Survey, 19*(1), 67-99.

Fortune http://fortune.com/

Sample review and discussion questions:

1. What are purposes of planning?
2. What are common planning tools and techniques?
3. What does the abbreviation of SMART objectives stand for?
4. What contingency factors affect planning and how?
5. What is strategic management? Why is it important for organizations?
6. What are the main steps in the strategic management process?
7. What are the main types of corporate strategy?
8. What is competitive advantage?

Sample homework assignments:

3.1 Establish and write down 3 professional goals for yourself using the SMART approach.

3.2 In groups of 3-4, choose five companies from the latest version of *Fortune*'s "Most Admired Companies" list. Research these companies and identify their (a) mission statement, (b) strategic goals, and (c) strategies being used. Be ready to present them in class.

4. Organization, Structure, and Culture

Main reading

Daft, R. L. (2010). *Management.* Boston, MA: Cengage Learning. Ch 3, 9

Additional resources:

Dawson, C. S. (2010). *Leading culture change: What every CEO needs to know.* Stanford, MA: Stanford University Press. ISBN: 978-0-8047-6342-4

Denison, D. R. (2012). *Leading culture change in global organizations: Aligning culture and strategy.* San Francisco, CA: Jossey-Bass. ISBN: 978-0-470-90884-6

Wagner, R., & Muller, G. (2010, February 18). The pinnacle of partnership: unselfishness. *Gallup Management Journal Online*. Available at http://gmj.gallup.com

Hansen, M. T. (2009). When internal collaboration is bad for your company. *Harvard Business Review, 87*(4), 83–88.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston, MA: Harvard Business School Press.

Schein, E. (2010). *Organizational culture and leadership.* Hoboken, NJ: Jossey-Bass. Chapter 2.

Valentino, C. L., & Brunelle, F. W. H. (2004). The role of middle managers in the transmission and integration of organizational culture. *Journal of Healthcare Management, 49*(6), 393-404.

Rabotin, M. B. (2011). *Culture savvy: Working and collaborating across the globe.* Alexandria, VA: *Association for Talent Development.* ISBN: 978-1-56286-736-2

Izushi, Hiro, Huggins, Robert (2011). *Competition, competitive advantage, and clusters: The ideas of Michael Porter.* Oxford University Press.

Hofstede, G., Pedersen, J., Hofstede, J., & Geert H. (2002). *Exploring culture: Exercises, stories and synthetic cultures.* Intercultural Press.

The Wall Street Journal https://www.wsj.com/

BusinessWeek https://www.bloomberg.com/businessweek

Fortune http://fortune.com/

Fast Company https://www.fastcompany.com/

Forbes https://www.forbes.com

Sample review and discussion questions:

1. What are key elements in organizational design?
2. What organizational designs are considered traditional?
3. What is organizational culture?
4. What is Schein's three-level model of organizational culture?
5. What is Lewin's three-step model of the change process?
6. Why do people resist change? How can resistance to change be reduced?
7. How do organizations organize for collaboration?

Sample homework assignments:

4.1 Using current business periodicals (e.g., *The Wall Street Journal, BusinessWeek, Fortune, Fast Company, Forbes*) find and be ready to discuss five examples of how external environment impacts organizations and management practices.

4.2 The case of Kohl's (is provided by the instructor).

Case discussion questions:

1. According to the case, what external trends did managers at Kohl's have to deal with? In addition to these, what other external components might be important to these managers? How might they keep track of changes in these components?

2. If you were a manager at Kohl's headquarters, what types of external information might you want? What if you were a manager of a local Kohl's store? What types of external information might you want?

3. In what cell of the environmental uncertainty matrix would you place Kohl's? Why? How might Kohl's managers "manage" the environmental uncertainty?

4. What stakeholders do you think might be important to a company like Kohl's? What issues/concerns might be important to those stakeholders? Explain your choices.

4.3 Using the Internet and HSE library resources, find examples of how well-known companies organize to foster internal collaboration among their employees.

4.4 Find the most current list of "Fortune's Best Companies to Work For" (usually published in early February). Look through the list and tally how many of the top 50 provide some type of flexible work arrangements for their employees and the type of flexible work arrangements they use.

5. <u>Understanding and Managing Individuals and Teams</u>

Main reading
Daft, R. L. (2010). *Management.* Boston, MA: Cengage Learning. Ch 11, 13

Additional Resources
Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice* (13th ed.). Kogan Page.
Caers, R., & Castelyns, V. (2011). LinkedIn and Facebook in Belgium: The influences and biases of social network sites in recruitment and selection procedures. *Social Science Computer Review, 29*(4), 437.
Emelo, R. (2015). Shift your focus with modern mentoring. *TD: Talent Development, 69*(9), 36-41.
Inn, S., Tan, W., & Crowell, B. (2015). Organizations and managers must reassess how they view career development. *TD: Talent Development, 69*(9), 42-46.
Britt, A. (2015). 6 tips for working with the brain to create real behavior change. *TD: Talent Development*, 69(9), 48-53.
Phillips, J. J., Phillips, P. P., & Ray, R. (2015). Derive hard numbers from soft skills. *TD: Talent Development, 69*(9), 54-59.
Society for Human Resource Management https://www.shrm.org/

Sample review and discussion questions:
1. What is the importance of human resource management?
2. What are the tasks associated with identifying and selecting competent employees?
3. What is the difference between employee training and development?
4. What are stages of group development?
5. What is a team?
6. How do managers control and improve performance of their teams?

Sample homework assignments:
5.1 Go the Society for Human Resource Management Web site and find the HR News section. Pick one of the News Stories to read. (Note: Some of these will be available only to SHRM members, but others will be generally available.) Be ready to summarize the article and discuss the implications of the topic for managers.

5.2 Search the Web for information about challenges managers face when managing teams. Make a list. Get in a group of 3-4 people, share your list, identify 3 challenges that you think are the most difficult. Be ready to explain them in class.

6. Leadership

Main reading

Daft, R. L. (2010). *Management.* Boston, MA: Cengage Learning. Ch 14, 17

Additional Resources

Drucker, P. F., Kuhl, J. S., & Hesselbein, F. (2015). *Peter Drucker's five most important questions: Enduring wisdom for today's leaders.* John Wiley and Sons. ISBN: 9781118979617 Electronic book

Drucker, P. F. (2008). *Management* (Rev. Ed.). Harper-Collins. ISBN 978-0061252662

arling, J. (2014). *The science of leadership*. Lanham, MD: Oxford University Press.

Maxwell, J. C. (2007). *The 21 most powerful minutes in a leader's day: Revitalize your spirit and empower your leadership*. Nashville, TN: Thomas Nelson.

Neuschel, R. P. (2005). *Servant leader: Unleashing the power of your people.* Evanston, IL: Northwestern University Press.

Krass, P. (1998). *The book of leadership wisdom: Classic writings by legendary business leaders.* New York, NY: John Wiley & Sons.

Mendonca, M., & Kanungo, R. N. (2007). *Ethical leadership.* New York, NY: McGraw-Hill.

Heifetz, R. A. (2009). *Leadership without easy answers.* Boston, MA: Harvard University Press.

http://www.yourleadershiplegacy.com/assessment/assessment.php

Sample review and discussion questions:

Who is a leader? What is leadership?

What are three main contingency theories of leadership?

What issues do today's leader's face?

What is a leadership style?

What is Leader–member exchange theory?

What is transformational-transactional leadership?

What is charismatic-visionary leadership?

What is team leadership?

Sample homework assignment:

6.1 In groups of 3-4, discuss if the followers make a difference when a leader is effective. Be ready to explain your points to the class.

6.2 Complete a leadership style inventory and be ready to discuss the results in class. http://www.yourleadershiplegacy.com/assessment/assessment.php

7. Communication, Motivation, and Conflict Management

Main reading

Daft, R. L. (2015). *Management.* Boston, MA: Cengage Learning. Ch 15, 16

Additional Resources

Mai, R., & Akerson, A. (2003). *Leader as communicator: Strategies and tactics to build loyalty, focus effort, and spark creativity.* New York, NY: AMACOM.

Brubaker, D., Noble, C., Fincher, R., Park, S. K.-Y., & Press, S. (2014). Conflict resolution in the workplace: What will the future bring? *Conflict Resolution Quarterly*, *31*(4), 357-386.

Chan, J. F. (2002). *Communication skills for managers.* New York, NY: AMACOM.

Miner, J. B. (2005). *Organizational behavior I: Essential theories of motivation and leadership.* London, UK: Taylor & Francis.

Maddock, R., C., & Fulton, R. L. (1998). *Motivation, emotions and leadership: The silent side of management.* Westport, CT: Greenwood Publishing Group.

Eunson, B. (2009). *Conflict management.* Milton, Australia: John Wiley & Sons.

Sample review and discussion questions:
1. What is communication?
2. How does IT affect communication in organizations?
3. What is the role of communication in customer service?
4. What are seven elements of the communication process?
5. What are common methods of communication in organizations?
6. How can communication flow most effectively in organizations?
7. What are main theories of motivation?
8. What tools managers have to improve employee motivation?
9. What is a conflict?
10. What are common conflict-resolution strategies?

Sample homework assignment:

7.1 In groups of 3-4, discuss which you think is more important for a manager: speaking accurately or listening actively. Prepare a list of arguments and be ready to defend them in class.

7.2 Individually, list five criteria that would be most important to you in a job. Rank them by order of importance (1-the first priority). In groups of 3-4, compare your responses. What patterns, if any, did you find? Why? Prepare to report in class.

8. <u>Managing in the Global Environment: Ethics, Social Responsibility, Innovation, and Diversity</u>

Main reading

Daft, R. L. (2010). *Management.* Boston, MA: Cengage Learning. Ch 10, 12, 4, 5

Additional Resources

Mattiske, C. (2011). *Understanding and managing diversity: Manager and employee toolkit for an inclusive workplace.* Sydney, Australia: The Performance Company. ISBN: 978-1-921547-24-29.

Vissak, T., Vadi, M. & Olivas-Lujan, M. R. (2013). Dishonesty in management: Manifestations and Consequences. Emerald. ISBN: 9781781906026 <u>Electronic book</u>

Tichy, N. M., & McGill, A. R. (Eds). (2003). *The ethical challenge: How to lead with unyielding integrity.* San Fransisco, CA: Jossey-Bass. ISBN:9780787967673

Miles, P. C., & Miles, G. (2013). Corporate social responsibility and executive compensation: Exploring the link. *Social Responsibility Journal, 9*(1), 76-90.

Crothers, L., M., Schmitt, A. J., Hughes, T. L., Lipinski, J., Theodore, L. A., et al. (2010). Gender differences in salary in a female-dominated profession. *Gender in Management, 25*(7), 605-626.

Deschamps, J. P., & Nelson, B. (2014). *Innovation governance: How top management organizes and mobilizes for innovation.* San Fransisco, CA: Jossey-Bass.

DiversityInc.com – http://www.diversityinc.com

Sample homework assignments:

 8.1 Go to DiversityInc.com [www.diversityinc.com] and find the latest list of Top 50 Companies for Diversity. Select three companies from this list. Describe and evaluate what they are doing as far as workplace diversity.

 8.2 Spend some time researching the issue of whistle-blowing. What are some problems that could be associated with employee whistle-blowing for (a) the whistle-blower and (b) the organization?

 Sample review and discussion questions:

1. What is workforce diversity and why is managing it so important?
2. Why is it important for an organization to have a clear definition of diversity?
3. Why do you think the glass ceiling has proven to be a barrier to women and minorities?
4. What does it mean for a company to be socially responsible and what factors influence that decision?
5. What is green management? How can organizations go green?
6. What factors lead to ethical and unethical behavior?
7. What is management's role in encouraging ethical behavior?

8. Tools of instruction

The course combines lectures and interactive seminars to promote student critical thinking and problem-solving skills. The course assignments are based on the current literature in management and include individual and group work, traditional and experiential learning activities, group presentations, and written assignments.

8.1 Learning tips for students

Expectations to the students:
The students are expected to
 1) turn off their cell phones before each lecture/seminar
 2) follow the instructor's guidelines;
 3) participate in creating a productive learning environment;
 4) come to lectures and seminars on time;
 5) come to lectures and seminars prepared;
 6) participate in class discussions.

Expectations to the instructors:
 1) provide clear tasks/assignment descriptions;
 2) identify due dates for each assignment;
 3) track student work on the assignments;
 4) respond to student emails in a timely fashion.

Policies:
 1. The classroom door closes 15 minutes after the class starts. If you are more than 15 minutes late or leave the classroom during the seminar or lecture, you will have to wait till or if the instructor finds a good moment for you to enter the room and not

distract the learning and teaching processes. Students should not knock on the class-room door and call or text their peers asking them to open the door for them.

2. The use of mobile phones is strictly forbidden during seminars and lectures, unless directed by the instructors. Students should check with the instructors about the use of other devices.

3. All written and oral communication related to all aspects of this classroom must be done in English.

4. The use of Russian is not acceptable for any purposes during lectures and seminars. Students who use Russian will be given one warning. If the students continue to use Russian, they will be asked to leave the classroom and a corresponding note will be made in the class roster.

5. You are eligible to get a credit for a homework assignment only if you are present in class when it is due (seminar). Homework sent via email or submitted in person before or after class will not be accepted.

6. Late work is not accepted.

7. If students missed a class, they have to provide a justifiable rationale (e.g., a doctor's note) for their absence no later than one week of the missed class. If the rationale is not provided in this timeframe, the students are not eligible to receive a credit for their late homework. If their absence is not justified, the students are not eligible to receive a credit for their late homework. No extra credit assignments will be provided for missed classes.

8. Homework assignments are discussed in seminars (not lectures).

9. Students are allowed to communicate with each other only when discussing assignments in groups when asked by the instructor. If students chat in class when not allowed, they will be given a warning. If the students continue to chat, they will be asked to leave the classroom and a corresponding note will be made in the class roster.

10. After three notes for class disruption (the use of Russian and/or chatting) in the roster are done, the instructor will report the students to the Office.

11. In case of any questions considering lectures, quizzes, and the exam, students should contact the lecturer. If students have questions about seminars, they should contact seminar instructors.

9. Sample questions for student learning outcome self-evaluation

1. What are main functions of management?
2. What are Mintzberg's managerial roles?
3. That challenges do first-time managers face?
4. What are the steps in the decision-making process?
5. What is the main difference between managers and employees in non-managerial positions?
6. What early evidence of management practice can you describe?
7. What are the important contributions made by the classical theorists?
8. Why were the Hawthorne Studies so critical to management history?
9. What kind of workplace would Henri Fayol create? How about Mary Parker Follett? How about Frederick W. Taylor?
10. What has the quantitative approach contributed to the field of management?
11. What is total quality management?
12. What are purposes of planning?
13. What are common planning tools and techniques?

14. What does the abbreviation of SMART objectives stand for?
15. What is strategic management? Why is it important for organizations?
16. What are the main steps in the strategic management process?
17. What are key elements in organizational design?
18. What is organizational culture?
19. What is Schein's three-level model of organizational culture?
20. What is Lewin's three-step model of the change process?
21. Why do people resist change? How can resistance to change be reduced?
22. How do organizations organize for collaboration?
23. What is the importance of human resource management?
24. What are the tasks associated with identifying and selecting competent employees?
25. What is the difference between employee training and development?
26. What are stages of group development?
27. What is a team?
28. How do managers control and improve performance of their teams?
29. Who is a leader? What is leadership?
30. What are three main contingency theories of leadership?
31. What is a leadership style?
32. What is Leader–member exchange theory?
33. What is transformational-transactional leadership?
34. What is charismatic-visionary leadership?
35. What is team leadership?
36. What is communication?
37. How does IT affect communication in organizations?
38. What are seven elements of the communication process?
39. What are common methods of communication in organizations?
40. How can communication flow most effectively in organizations?
41. What are main theories of motivation?
42. What tools managers have to improve employee motivation?
43. What is a conflict?
44. What is workforce diversity and why is managing it so important?
45. What does it mean for a company to be socially responsible and what factors influence that decision?
46. What is green management? How can organizations go green?
47. What factors lead to ethical and unethical behavior?
48. What is management's role in encouraging ethical behavior?

10. Text and electronic resources

10.1 Main readings

Daft, R. L. (2009). *Management.* Boston, MA: Cengage Learning.

10.2 Additional literature

Tracy, B. (2014). *Management.* AMACOM. ISBN: 9780814434208 Electronic book
Tulgan, B. (2014). *The 27 challenges managers face: Step-by-step solutions to (nearly) all of your management problems.* Jossey-Bass. ISBN: 9781118935019 Electronic book

Drucker, P. F., Kuhl, J. S., & Hesselbein, F. (2015). *Peter Drucker's five most important questions: Enduring wisdom for today's leaders.* John Wiley and Sons. ISBN: 9781118979617 <u>Electronic book</u>

Drucker, P. F. (2008). *Management* (Rev. Ed.). Harper-Collins. ISBN 978-0061252662

Hamel, G. (2008). *The future of management.* Harvard, Ma: Harvard Business School.

Wagner, R., & Harter, J. K. (2006). *12: The elements of great managing.* Washington, DC: The Gallup Organization.

Cappellen, T., & Janssens, M. (2010). The career reality of global managers: An examination of career triggers. *The International Journal of Human Resource Management, 21*(11), 1884-1910. doi: 10.1080/09585192.2010.505090

Mintzberg, H. (1980). *The nature of managerial work.* Upper Saddle River, NJ: Prentice Hall.

Garuzzo, G. (2014). *Fiat: The secrets of an epoch.* Basel, Switzerland: Springer. ISBN: 978-3-319-04783-6

Soderquist, K. E., Wang, F., & Prastacos, G. P. (2012). *Leadership through the classics: Learning management and leadership from Ancient East and West philosophy. Berlin, Germany: Springer. ISBN:* 978-3-642-32444-4

Pearson, G. J. (2009). *The rise and fall of management: A brief history of practice, theory and context.* Farnham, United Kingdom: Ashgate Publishing Group. ISBN: 978-0-566-08976-3

Lamond, D. (Ed.). (2005). *Management History. Management Decision, 43(10).*

Grattan, R. (2008). Crafting management history. *Journal of Management History, 14*(2), 174-183.

Vaszkun, B., & Tsutsui, W. M. (2012). A modern history of Japanese management thought. *Journal of Management History, 18*(4), 368-385.

Pindur, W., Rogers, S. E., & Kim, P. S. (1995). The history of management: A global perspective. *Journal of Management History, 1*(1), 59-77.

Rabotin, M. B. (2011). *Culture savvy: Working and collaborating across the globe.* Alexandria, VA: *Association for Talent Development.* ISBN: 978-1-56286-736-2

Izushi, Hiro, Huggins, Robert (2011). *Competition, competitive advantage, and clusters: The ideas of Michael Porter.* Oxford University Press.

Hofstede, G., Pedersen, J., Hofstede, J., & Geert H. (2002). *Exploring culture: Exercises, stories and synthetic cultures.* Intercultural Press.

Rao, S. P. (2009). *Strategic management.* Mumbai, India: Global Media.

Atta-Panin, J. (2013). Leadership and strategic management. *GSTF Business Review (GBR), 3*(1), 14-21.

Nyaanga, S., Ehiobuche, C., & Ampadu-Nyarkoh, K. (2013). Virtual organization: A strategic management option for business in developing countries. *International Journal of Arts & Sciences, 6*(2), 469-499.

Meeks, M. D. (2015). Strategic management and the disparate duties of the CEO. *Academy of Strategic Management Journal, 14*(2), 93-116.

Carcano, L. (2013). Strategic management and sustainability in luxury companies: The IWC case. *The Journal of Corporate Citizenship, 52,* 36-54.

Qehaja, A. B., Kutllovci, E., & Pula, J. S. (2017). Strategic management tools and techniques: A comparative analysis of empirical studies. *Croatian Economic Survey, 19*(1), 67-99.

Dawson, C. S. (2010). *Leading culture change: What every CEO needs to know.* Stanford, MA: Stanford University Press. ISBN: 978-0-8047-6342-4

Denison, D. R. (2012). *Leading culture change in global organizations: Aligning culture and strategy.* San Francisco, CA: Jossey-Bass. ISBN: 978-0-470-90884-6

Wagner, R., & Muller, G. (2010, February 18). The pinnacle of partnership: unselfishness. *Gallup Management Journal Online*. Available at http://gmj.gallup.com

Hansen, M. T. (2009). When internal collaboration is bad for your company. *Harvard Business Review, 87*(4), 83–88.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston, MA: Harvard Business School Press.

Schein, E. (2010). *Organizational culture and leadership.* Hoboken, NJ: Jossey-Bass. Chapter 2.

Valentino, C. L., & Brunelle, F. W. H. (2004). The role of middle managers in the transmission and integration of organizational culture. *Journal of Healthcare Management, 49*(6), 393-404.

Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice* (13th ed.). Kogan Page.

Caers, R., & Castelyns, V. (2011). LinkedIn and Facebook in Belgium: The influences and biases of social network sites in recruitment and selection procedures. *Social Science Computer Review, 29*(4), 437.

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Heifetz, R. A. (2009). *Leadership without easy answers.* Boston, MA: Harvard University Press.

Mai, R., & Akerson, A. (2003). *Leader as communicator: Strategies and tactics to build loyalty, focus effort, and spark creativity.* New York, NY: AMACOM.

Brubaker, D., Noble, C., Fincher, R., Park, S. K.-Y., & Press, S. (2014). Conflict resolution in the workplace: What will the future bring? *Conflict Resolution Quarterly*, *31*(4), 357-386.

Chan, J. F. (2002). *Communication skills for managers.* New York, NY: AMACOM.

Miner, J. B. (2005). *Organizational behavior I: Essential theories of motivation and leadership.* London, UK: Taylor & Francis.

Maddock, R., C., & Fulton, R. L. (1998). *Motivation, emotions and leadership: The silent side of management.* Westport, CT: Greenwood Publishing Group.

Eunson, B. (2009). *Conflict management.* Milton, Australia: John Wiley & Sons.

Mattiske, C. (2011). *Understanding and managing diversity: Manager and employee toolkit for an inclusive workplace.* Sydney, Australia: The Performance Company. ISBN: 978-1-921547-24-29.

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Miles, P. C., & Miles, G. (2013). Corporate social responsibility and executive compensation: Exploring the link. *Social Responsibility Journal, 9*(1), 76-90.

Crothers, L., M., Schmitt, A. J., Hughes, T. L., Lipinski, J., Theodore, L. A., et al. (2010). Gender differences in salary in a female-dominated profession. *Gender in Management, 25*(7), 605-626.

Deschamps, J. P., & Nelson, B. (2014). *Innovation governance: How top management organizes and mobilizes for innovation.* San Fransisco, CA: Jossey-Bass.

MacIntosh, R., & O'Gorman, K. D. (2015). *Introducing management in a global context.* Goodfellow Publishers. ISBN: 9781910158494

10.3 Internet resources

Society for Human Resource Management - http://www.shrm.org
Career Builder - http://www.careerbuilder.com
Academy of Management – http://www.aom.org
Institute of Certified Professional Managers https://www.icpm.biz/
The Wall Street Journal https://www.wsj.com/
BusinessWeek https://www.bloomberg.com/businessweek
Fortune http://fortune.com/
Fast Company https://www.fastcompany.com/
Forbes https://www.forbes.com
DiversityInc.com – http://www.diversityinc.com
http://www.yourleadershiplegacy.com/assessment/assessment.php

IT support

A computer, projector, and a screen are used to deliver lectures and seminars. LMS is also used.