

Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
«Национальный исследовательский университет
"Высшая школа экономики"»

Факультет Санкт-Петербургская школа экономики и менеджмента

Департамент менеджмента

Рабочая программа дисциплины
Менеджмент/ Management

для образовательной программы «Международный бизнес и менеджмент»

направления подготовки 38.03.02 «Менеджмент»

уровень – бакалавриат, 1 курс (1-2 модули 2019/2020 уч. года)

Разработчики:

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Согласована начальником ОСУП в бакалавриате по направлению менеджмент

«___» _____ 2019 г.

Бойко К.А. _____

Утверждена Академическим советом образовательной программы

«___» _____ 2019 г., № протокола _____

Академический руководитель образовательной программы Даунинг Дж. _____
Санкт-Петербург, 2019

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения подразделения-разработчика программы.

Course Syllabus

Title of the course	Management		
Title of the Academic Programme	International Business and Management		
Type of the course	Required		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	52	100	152
Course Overview	<p>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.</p>		
Intended Learning Outcomes (ILO)	<p>Upon the course completion, students are expected to be able to</p> <ul style="list-style-type: none"> • Name main periods in the development of management as an academic discipline and as a field of practice; • Identify roles and functions of the manager in today's organizations; • Explain main business processes in organizations; • Assess ethical challenges in contemporary business environments; • Explain the influence of diverse contexts on organizational practices; • Identify main approaches to strategic planning and goal-setting; • Compare types of organizations structure; • Discuss methods of human resource management, including recruitment, selection, training and development; • Identify practices of effective decision-making, conflict management, and communication, both interpersonal and across the organization; • Explain techniques for leading and motivating individuals and teams; • Discuss organizational culture and its types; managerial tools for organizational culture development and maintenance; 		

	<ul style="list-style-type: none"> • Identify theories of and approaches to the implementation of an organization change; • Explain skills, abilities, and tools needed to obtain a job on a management track in an organization; • Set and articulate goals and objectives based on needs assessment; • 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 while adhering to high standards of business ethics; • Analyze communication processes in the organization and suggest strategies for their improvement; • Discuss main management concepts in English; • Locate, read, and critique literature around business and management published in current scholarly journals, professional magazines, analytical reports, and other reliable sources; • Apply their knowledge to analyze problems and cases related to management of organizations internationally; • Communicate and collaborate with people from different religious, cultural, linguistic, professional, and educational backgrounds.
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Teaching and Learning Methods	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.
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Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction: The nature and functions of management	24	4	4	16
2	Development of management thought	24	4	4	16
3	Strategic management	16	2	2	12
4	Organization, structure, and culture	18	4	2	12
5	Understanding and managing individuals and teams	18	2	4	12
6	Leadership	20	4	4	12
7	Communication, motivation, and conflict management	18	4	4	10
8	Managing in the global environment: Ethics, social responsibility, innovation,	14	2	2	10

	and diversity				
Total study hours		152	26	26	100
Indicative Assessment Methods and Strategy	The course includes formative and summative assessment.				
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Daft, R. L. (2009). <i>Management</i>. Boston, MA: Cengage Learning.</p> <p><u>Optional</u></p> <p>Tracy, B. (2014). <i>Management</i>. AMACOM. ISBN: 9780814434208 <u>Electronic book</u></p> <p>Tulgan, B. (2014). <i>The 27 challenges managers face: Step-by-step solutions to (nearly) all of your management problems</i>. Jossey-Bass. ISBN: 9781118935019 <u>Electronic book</u></p> <p>Drucker, P. F., Kuhl, J. S., & Hesselbein, F. (2015). <i>Peter Drucker's five most important questions: Enduring wisdom for today's leaders</i>. John Wiley and Sons. ISBN: 9781118979617 <u>Electronic book</u></p> <p>Drucker, P. F. (2008). <i>Management</i> (Rev. Ed.). Harper-Collins. ISBN 978-0061252662</p> <p>Hamel, G. (2008). <i>The future of management</i>. Harvard, Ma: Harvard Business School.</p> <p>Wagner, R., & Harter, J. K. (2006). <i>12: The elements of great managing</i>. Washington, DC: The Gallup Organization.</p> <p>Cappellen, T., & Janssens, M. (2010). The career reality of global managers: An examination of career triggers. <i>The International Journal of Human Resource Management</i>, 21(11), 1884-1910. doi: 10.1080/09585192.2010.505090</p> <p>Mintzberg, H. (1980). <i>The nature of managerial work</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Garuzzo, G. (2014). <i>Fiat: The secrets of an epoch</i>. Basel, Switzerland: Springer. ISBN: 978-3-319-04783-6</p> <p>Soderquist, K. E., Wang, F., & Prastacos, G. P. (2012). <i>Leadership through the classics: Learning management and leadership from Ancient East and West philosophy</i>. Berlin, Germany: Springer. ISBN: 978-3-642-32444-4</p> <p>Pearson, G. J. (2009). <i>The rise and fall of management: A brief history of practice, theory and context</i>. Farnham, United Kingdom: Ashgate Publishing Group. ISBN: 978-0-566-08976-3</p> <p>Lamond, D. (Ed.). (2005). <i>Management History</i>. <i>Management Decision</i>, 43(10).</p> <p>Grattan, R. (2008). Crafting management history. <i>Journal of Management History</i>, 14(2), 174-183.</p>				

- 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.
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- 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.
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- Qehaja, A. B., Kutllavci, 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.
- 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.
- 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
- 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.
- 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.

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

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.

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

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
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials
Facilities, Equipment and Software	(If required)
Course Instructor	Maria S. Plakhotnik, EdD (lectures) Anna Mazurkina (seminars) Aleynikova Irina (seminars)

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
The ability to work in a team (UC 7)	<ul style="list-style-type: none"> -Identify practices for effective team-building and team management; -Create a work environment that motivates and engages employees to work productively; 	Group homework and in class assignments and class discussions	Formative assessment
The ability to conduct applied activity in an international environment (UC 10)	<ul style="list-style-type: none"> - Apply their knowledge to analyze problems and cases related to management of organizations internationally; -Explain main business processes in organization; -Discuss main management concepts in English; 	Individual and group homework and in class assignments and class discussions	Formative assessment
Understand the social importance of the	-Explain skills, abilities, and tools	Lectures, seminars, readings, homework assignments,	Formative and summative assessment

student's future profession, possess a high level of motivation toward professional activity (PC 1)	needed to obtain a job on a management track in an organization; -Identify roles and functions of the manager in today's organizations;	class, discussions	
The ability to suggest organizational and management decisions and to evaluate the conditions and consequences of these decisions (PC 2)	- Identify practices of effective decision-making, conflict management, and communication, both interpersonal and across the organization; -Set and articulate goals and objectives based on needs assessment	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
The ability to participate in the realization of organizational changes (PC 5)	-Identify theories of and approaches to the implementation of an organization change;	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
The ability to draw fundamental conclusions about the theory of motivation, leadership and authority in solving management decisions (PC 6)	-Explain techniques for leading and motivating individuals and teams; - Name main periods in the development of management as an academic discipline and as a field of practice;	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
The ability to analyze and to design interpersonal, group, and organizational communication (PC 8)	-Analyze communication processes in the organization and suggest strategies for their improvement;	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
The ability to perform management functions in a multicultural environment (PC 9)	-Communicate and collaborate with people from different religious, cultural, linguistic, professional, and educational backgrounds;	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
The ability to take into account the consequences of management decisions and actions from the position of social responsibility (PC 10)	-Develop and implement the right business strategy for creating competitive advantage and achieving profitably	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment

	<p>while adhering to high standards of business ethics;</p> <ul style="list-style-type: none"> -Assess ethical challenges in contemporary business environments; 		
<p>The ability to participate in the introduction of technological and product innovations (PC 12)</p>	<ul style="list-style-type: none"> -Develop and manage processes for getting work done effectively; -Explain main business processes in organizations -Apply their knowledge to analyze problems and cases related to management of organizations internationally; 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>The ability to develop managerial procedures and methods of control (PC 17)</p>	<ul style="list-style-type: none"> - Identify main approaches to strategic planning and goal-setting; -Compare types of organizations structure; -Discuss methods of human resource management, including recruitment, selection, training and development; -Discuss organizational culture and its types; managerial tools for organizational culture development and maintenance; 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>The ability to conduct an analysis of the competitive environment (PC 20)</p>	<ul style="list-style-type: none"> - Analyze internal and external organizational environment; identify its key elements and influence on the functioning of the organization; 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>The ability to conduct analyses of market and specific risks for taking management decisions (PC 25)</p>	<ul style="list-style-type: none"> -Locate, read, and critique literature around business and management published in current scholarly journals, professional magazines, analytical reports, and other reliable sources; 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>

<p>The ability to ensure the realization of a company's social responsibility through close relations between the process of entrepreneurial activity from all interested parties, including local authorities, professional units, local society, etc. (PC 30)</p>	<p>-Develop and implement the right business strategy for creating competitive advantage and achieving profitably while adhering to high standards of business ethics; -Explain the influence of diverse contexts on organizational practices;</p>	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
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Course Content

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?
What 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.
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- 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. Understanding and Managing Individuals and Teams

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 to 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. Managing in the Global Environment: Ethics, Social Responsibility, Innovation, and Diversity

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 Electronic book

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?

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Quiz	*	*		

	A Profile of a Manager	*			
	A Student Created Video		*		
	Homework	*	*		
Summative Assessment	Exam		*		

Assessment Criteria

Note: 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.

1. **Homework** includes a variety of individual and group assignments given to complete at home. Homework will be checked in class during seminars. Homework is graded in accordance with criteria provided below. Instructors might provide additional criteria for some assignments.

Homework assessment:

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of homework that shows strong evidence and broad background knowledge. The presentation demonstrates completion of all tasks required by the assignment. The presentation meets the time and format requirements of the assignment. The presenters are confident and do not use cell phones or handwritten notes to advance their presentation. In a group presentation, all members provide answers to follow-up questions and generate class discussion. The presenters made extra effort to demonstrate their knowledge of the subject matter.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenters highlight key points and responds to follow up questions appropriately. The presentation meets most requirements of the assignment, but does not “WOW” the audience. In group presentations, there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	The presentation takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, not all members could answer follow up questions or participate in class discussion.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

2. **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.

Part One (individual) - *An Interview with a Manager*

Each student chooses 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 but join a group to complete part Two will be eligible to receive 1/2 grade for this assignment. In other words, completion of Part One is a pre-requisite to Part Two.

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 it 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 based on the following criteria:

<i>Criterion</i>	<i>Points</i>
The profile is well-organized.	2
The profile is complete and provides all information required by the assignment.	2
The profile presentation is interesting, engaging, and creative.	2
The presenters demonstrate their knowledge of and interest in the subject matter.	2
The presenters do not use notes or cell phones during the presentation.	1
The presentation meets the 10 minute requirement.	1
Total points	10

Members of each group receive the same grade for this assignment. Groups should limit their profile presentations to 10 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.

3. A Student Created Video provides students an opportunity to demonstrate their understanding of a concept related to management. 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.

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:

Criterion	Points
The video provides a clear and informative presentation of the concept.	3
The video provides a definition of the concept.	1
The video clearly demonstrates how the concept is relevant to today's organizations.	2
The video engages the audience by making the concept interesting to the audience.	2
The handout is well-organized and provides main information about the concept.	1
The handout and video are based on reliable sources.	1
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.

4 Quizzes: These are two multiple-choice, yes/no, and fill in the blanks type of quizzes. They are given in a written format during seminars. Each quiz consists of 10 questions. The correct answer to each question is worth 1 point. The maximum number of points for each quiz is 10. Students will complete each quiz in groups. Students will have 5 minutes to complete the quiz. During each quiz, students are not allowed to (1) use their cell phones or any other materials, (2) leave the classroom and come back, and (3) share answers with other groups. If one group member violates these or other classroom policies, all group members receive a grade of "0" for

the quiz. The group that submits their answers before the due time and answers all questions correctly will receive an extra point.

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 30 questions and lasts 30 minutes. 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). Students take this exam individually.

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

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

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

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

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.