

Dominican University

**BUSINESS ADMINISTRATION MANAGEMENT 345 – Section 02  
Course Syllabus and Schedule -- Fall 2003 (Monday nights)**

**CONTACT INFORMATION**

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**Office hours:** Before class or by appointment

**COURSE TEXTBOOK**

*Contemporary Management -- third edition* by Gareth R. Jones and Jennifer M. George, published by Irwin McGraw-Hill, Boston, MA (2003). ISBN number:0-07-246944-7.

**COURSE DESCRIPTION**

Business Administration Management 345 is an entry-level management course. During the semester, the learner will be exposed to many facets of manager's roles as they relate to the following four major functions of management: planning, organizing, leading and controlling. The learner will focus on many topics, including managerial skills and functions, key theories and approaches to management, the influence of external and internal environments, culture, ethics and social responsibility, planning and strategy, structure and design as well as management and leadership.

**COURSE GOALS**

Having participated in this course, the learner will

1. better understand the characteristics of an effective manager
2. acquire knowledge of management trends across industries, increasing awareness of economic, sociocultural, ethical, environmental, international and organizational issues
3. support the professional development of human resources in the workplace and appreciate the value added by a diverse workforce
4. think globally and in a critical, yet creative, way about management issues

**COURSE OBJECTIVES**

By the end of the semester, the learner will

1. discuss trends in management theory and apply various management approaches

## **COURES OBJECTIVES (cont'd)**

2. assess the affect of elements in the external/internal environments on organizations
3. implement ethical decision-making processes when making personal and professional choices
4. apply the processes of competitive analysis and strategic planning
5. understand the importance of fostering the professional development of human resources in any organization
6. discuss the importance of valuing differences and have an affective understanding of what some of those differences in the workplace might be
7. explain the concept of continuous quality improvement as related to organizational operations and describe ways to improve customer service

## **COURSE METHODS**

The course will be taught using a variety of methods including lectures, discussions, case studies and small group activities.

## **RULES OF THE DAY or "How to get the most from the course"**

1. Be prompt and regular in your attendance.
2. Listen not only to what is said, but *how* it is said.
3. Participate actively and enthusiastically. Test out new thoughts and ideas.
4. Respect the views of others. Acknowledge and appreciate differences.
5. When confusion or conflict exists, take time to stop the process, clarify and hear each other before starting again.
6. Honor confidentiality. After class, talk about *what* was discussed, not who said it. Keep confidences and trust that others will do the same.

## **IN THE EVENT OF YOUR ABSENCE:**

Regular class attendance is expected. If you need to miss a class session, please leave a voicemail message at 708. 386. 1331 (*before* class begins).

Exchange contact information with someone in class. It is *your* responsibility to get notes from a classmate in the event of your absence. More than two missed (though excused) classes may result in a lower grade for class participation and weekly assignments. Any learner that fails to notify Dr. Nolinske of his/her absence will receive an "F" for class participation during that session.

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**Business Administration Management 345 – Section 02 -- Monday nights**  
**Course Schedule**

Listed below is the date for each class, topic and **required reading to be completed before the class session**. In italics, please note dates for exams and an abbreviated reminder of assignments due for each class. The full explanation of each assignment is found on pages 5 - 6 of this document.

<u>DATE</u>	<u>TOPIC</u>	<u>READING*</u>
September 8	<b>Introductions</b> <b>Management Functions and Roles</b> <ul style="list-style-type: none"><li>▪ <i>Start thinking about topic for your paper!</i></li><li>▪ In-class case: Kodak Turns Around</li></ul>	Chapter 1 Packet 12-15
September 15	<b>Management Theories and Approaches</b> <ul style="list-style-type: none"><li>▪ <i>DUE: news articles illustrating a classical, behavioral, quantitative <u>and</u> a contemporary management approach</i></li><li>▪ In-class case: Ice Cream Plant</li></ul>	Chapter 2 Packet 16-18
September 22	<b>Strategic Planning</b> <ul style="list-style-type: none"><li>▪ <i>DUE: written responses to questions on strategic planning worksheets</i></li></ul>	Chapter 8 Packet 19-32
September 29	<b>Organizational Structure</b> <ul style="list-style-type: none"><li>▪ In class case: Electronic Data Systems</li></ul>	Chapter 9 Text 325-326
October 6	<b>Internal and External Environments</b> <b>Organizational Culture</b> <ul style="list-style-type: none"><li>▪ <i>DUE: short paper describing how credit card companies are affected by internal and external environments</i></li></ul>	Chapters 5-6 Text 349-357 Packet 36-40  Text 178-180
October 13	<b>Managerial Decision-Making</b> <b>Ethics, Corporate Values and Trust</b> <ul style="list-style-type: none"><li>▪ <i>DUE: News article describing ethical issue in an organization <u>and</u> example of social responsibility initiative</i></li><li>▪ Have paper topic approved by this date!</li></ul>	Chapter 7 Text 89-98 Packet 41-51

<u>DATE</u>	<u>TOPIC</u>	<u>READING*</u>
October 20	<b>Diversity: Valuing Differences</b> <ul style="list-style-type: none"> <li>▪ <i>DUE: Take-home midterm exam</i></li> </ul>	Chapter 4 Packet 52-58
October 27	<b>Human Resource (HR) Management</b> <ul style="list-style-type: none"> <li>▪ <i>DUE: Sample of a training program, job description, public law related to HR</i></li> <li>▪ In class exercises</li> </ul>	Chapter 11 Packet 59-114
November 3	<b>No class. Work on your management paper!</b>	
November 10	<b>Communication</b> <ul style="list-style-type: none"> <li>▪ <i>DUE: Assess company's website</i></li> <li>▪ In class role plays and exercises</li> </ul>	Chapter 15 Packet 115-120
November 17	<b>Conflict, Politics and Negotiation Managing Organizational Change</b> <ul style="list-style-type: none"> <li>▪ In class exercises</li> </ul>	Chapter 16 Packet 121-129
November 24	<b>Managerial Operations and Control</b> <ul style="list-style-type: none"> <li>▪ <i>DUE: News article about organizational efficiency, quality or effectiveness</i></li> </ul>	Chapter 18
December 1	<b>Creativity, Innovation, Entrepreneurship</b> <i>DUE: News article about an entrepreneurial, innovative or changing organization</i>	Chapter 19 Packet 130-136
December 8	<b>Survey Research Methods Measure Customer / Employee Satisfaction</b> <ul style="list-style-type: none"> <li>▪ <i>DUE: Information or news article about customer or employee satisfaction</i></li> <li>▪ <i>DUE: Management paper</i></li> </ul>	Packet 137-153
December 15	<b>Final Exam</b>	

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\*Most assigned reading are from the course packet and the course textbook, *Contemporary Management -- third edition* by Gareth R. Jones and Jennifer M. George, published by Irwin McGraw-Hill, Boston, MA (2003), available at the Stepan Bookstore on campus. Other readings and supplementary materials may be handed out during class.

## ASSIGNMENTS AND EVALUATION

**All assignments must be typed and formatted using one-inch margins on all sides. Assignments must be double-spaced, using a 12-point type size with a legible font (e.g., Times New Roman, Arial). Assignments are accepted on for before the date due. Late assignments will *not* be accepted.** Learners will receive an "F" for any assignment not turned in. Grades are given in accordance with the university grading system (A, A-, B+, B, B-, C+, C, C-, F).

Learners will be evaluated on the following activities during the semester (see pages 9-11 for details about evaluation and grading):

### **10% -- Class attendance and participation**

Each of you brings a unique set of life experiences that give you a different point of view on the material. You are expected to attend each class and to contribute meaningful ideas during discussions and exercises such as role-plays, case scenarios and small group work. See page 9 for the grading of participation.

### **20% -- News article(s) illustrative of class topic, found in business publications**

(e.g., *Crain's*, *The Wall Street Journal*, *Business Week*)

**(4% for each week that requires a news article or information brought in) copy the article; add the full citation for the article – include the source of article, full date of publication, page(s); bring two copies of each news article or example to class on the following dates:**

September 15 -- (4%)	Find four articles -- one illustrating <u>each</u> of the four management approaches – classical, behavioral, quantitative <u>and</u> contemporary or systems approaches
October 13 -- (4%)	Ethical issue in an organization Example of social responsibility initiative
November 24 – (4%)	Organizational efficiency, effectiveness or quality assurance program
December 1 – (4%)	Entrepreneurial, innovative or changing organization
December 8 -- (4%)	Information or news article about customer or employee satisfaction (e.g., employee satisfaction survey)

### **10% -- Strategic planning worksheets on Kohls (due September 22)**

Read packet material on pages 19-32. Go to a Kohls store and look around. Then briefly respond to each question on pages 26 -28 of your packet. Be prepared to discuss these questions in class.

## **ASSIGNMENTS and EVALUATION (cont'd)**

**10% -- Short paper on how the environment affects credit card companies (due October 6)** Read "Cases in the News: Who Will Hold the Cards? As the Plastic Wars Heat Up, Look for More Consolidation", found on pages 178-180 of your text. In a short paper, respond to the two questions following the case.

**4% -- Resources for session on Human Resources (due October 27)**  
You will be assigned to a group. On October 27, each member of Group One will bring in an example of a training program. Each member of Group Two will bring in an example of a job description. Each member of Group Three will bring in an example of a public law related to human resources.

**10% -- Short paper on Communicating Effectively via the World Wide Web (due November 10)** Read the exercise titled, "Exploring the World Wide Web", found on page 542 of your text. Follow the instructions given in that exercise. Please answer the questions in a short paper.

**10% -- Midterm take home exam (due October 20)**

**11% -- Cumulative, final exam (December 15)**

**15% -- Management paper on topic of your choice (due December 8)**  
What interests you about management? Talk with people as you can about your ideas, including colleagues or your boss at work, classroom peers, your professors. The paper will be assessed on content as well as style, grammar and format (see page 11). **Don't begin work on your paper until you have cleared the topic with you professor.**

### **Some thoughts on the management paper...**

- the assignment is meant to augment, expand upon or extend material covered in the text and in class...
- select a topic that really grabs and fascinates you -- a topic you want to learn about -- a topic you want to learn *more* about -- a topic you think would interest others in the class or a topic that you could apply on your job now...
- the paper could be a point / counterpoint discussion of a certain management issue (e.g., use of performance appraisals to evaluate employee effectiveness)...it does not have to be the run-of-the-mill paper...
- the length of the paper must allow indepth, yet succinct, coverage of the issues.....more is not necessarily better....this is not your life's work!...the 10 pages noted on the syllabus is a guideline...
- you must include and cite references in your paper to avoid plagiarism....you will find some examples on pages 7-8...

## **Plagiarism and Academic Dishonesty**

Plagiarism is the use of someone else's ideas or writings and identifying them as your own ideas or writings. You commit plagiarism when you copy something out of a book and do not give credit to the author. You also commit plagiarism when you see something in a book, change a few of the words and pass the work off as your own without any credit to the author.

*Plagiarism is unacceptable in the workplace and it is unacceptable in this course.*

Avoiding plagiarism is easy -- always credit any sources that you use when writing. In the text of your work, identify the author of the publication and the year the work was published. In the reference section of your paper, you include the entire reference – author's name, year of publication, title of publication, page(s) of publication, publisher name and city (if a book) and journal title / volume and issue number (if a periodical or newspaper).

Anyone who commits plagiarism will receive an "F" for that assignment –that is both the person who plagiarized *and* the person s/he plagiarized from, if that individual is a student in this class.

## **References**

Please use the following guidelines for formatting references in your written work. These guidelines are adapted from the *Publication Manual of the American Psychological Association* (4<sup>th</sup> edition), published by the American Psychological Association in Washington D.C. This publication is often referred to as the APA Manual of Style.

To prevent plagiarism, use citations and references in your paper, as appropriate. For example, if you use direct quotes or ideas from the case studies or another source, you need to tell readers that. You can do that in two ways:

The author of the source and year the source was published must appear in the text of the paper, following the idea from that source. Example:

At the turn of this century, carbonated soft drinks accounted for 41.3% of total non-alcoholic beverage consumption (Yoffie and Wang, 2002).

Then, include the complete reference for the source at the end of the paper on a special reference page (alphabetized by author), as in the following example:

### **REFERENCES**

Yoffie, David and Wang, Yusi. (2002). "Cola wars continue: Coke vs. Pepsi in the twenty-first century." Boston, MA: Harvard Business School.

### **Guide for referencing an article published in a journal**

Nolinske, T., & Millis, B. (1999). Cooperative learning as an approach to pedagogy. *American Journal of Occupational Therapy*, 53(1), 31-40.

Author(s). Period. (year published or written in parentheses). Period. Title of article or publication using sentence style. Period. Name of the journal, in italics. Period. Volume number in italics. Comma. Issue number in parentheses. Comma. Page numbers. Period

### **Guide for referencing a book chapter.**

Nolinske, T.L., Harlow, M.L, & Russ, J.C. (1989). Orthotic management of the neurologically involved upper and lower limb. In P.R. Meyer (Ed.), *Surgery of Spine Trauma* (pp. 305-340). New York: Churchill Livingstone, Inc.

Author last name and initials. Period (year published in parentheses). Period. Title of book chapter using sentence style. Period. Name of editor (with the abbreviation for editor, Ed., in parentheses). Comma. Title of the book (pages of book chapter in parentheses). Period. City, state in which publisher is located. Colon. Name of publishing company. Period.

### **Guide for referencing a book:**

Bartol, K. M. & Martin, D. C. (1998). *Management*. Boston, MA: Irwin McGraw-Hill.

Author last name and initials. Period. (year published in parentheses). Period. Book title in italics. Period. City, state in which publisher is located. Colon. Name of publishing company. Period.

### **Guide to referencing an Internet site**

TNI Consultants in Professional Development ([www.tniconsultants.com](http://www.tniconsultants.com)). Evaluation page. 2000.

Name followed by complete address of website in parentheses). Period. Title of page you are referencing. Period. Year website of website (usually found at bottom of web page). Period.



**Your level of participation will be assessed according to the following guidelines:**

**Excellent  
A** Consistently contributes relevant ideas and thoughts during discussion  
Adds value to discussion through experiences or found resources  
Actively engages in participation during brainstorming or small group work  
Initiates research or information gathering to support ideas

**Good  
B** Contributes meaningful ideas and thoughts during discussion  
Actively engages in participation during brainstorming or small group work

**Poor  
C** Sporadically contributes ideas and thoughts during discussion  
Participation during brainstorming or small group work must be sought  
after

**Failure  
F** Infrequent or no contributions of ideas and thoughts in discussion  
Monopolizes class time with incorrect or inappropriate information  
No participation during brainstorming and small group work  
Unexcused absence from class

## Explanation of Evaluation and Grading

### Letter and Numeric Grades

### Standards

**A** 93 - 100

**A-** 90 - 92

**Excellent**

1. Responds fully to task; 2. Completes task on time; 3. Is clear and succinct; 4. Is directed toward specific purpose or goal; 5. Begins and ends in a meaningful, effective way; 6. Provides relevant supporting arguments, evidence, examples and details; 7. Correctly acknowledges and documents sources, as appropriate; 8. Is free of errors in grammar, punctuation, word choice, spelling, format and style; 9. Is well organized; 10. Applies information learned in a new way; 11. Shows consistency and excellence throughout; 12. Shows originality and creativity; and 13. Goes beyond the scope of the assigned task.

**B+** 87 - 89

**B** 83 - 86

**B-** 80 - 82

**Good**

Subscribes fully and completely to at least seven of items 1-10 above while incompletely responds to the remaining three items. Demonstrates solid understanding of material but does not address items 11-13 above.

**C+** 77 - 79

**C** 73 - 76

**C-** 70 - 72

**Poor**

Subscribes adequately to at least five of items 1-10 above but does not address the remaining five items (much less items 11-13). Contains major errors in developing concepts, themes, or main ideas. Contains improper grammar, word choice, punctuation, spelling, format and style. A "C" paper may be creative but this does not make up for poor or careless writing. A "C" paper looks and reads like a first or second draft.

**F** 65 and below

**Failure**

Ignores most or all of elements of items 1-10 above. An "F" paper does not respond to the task in any meaningful or organized way.

### Written Communication Checklist

**KEY:** A =excellent  
B =good  
C =poor, needs improvement  
F =failure

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<b>GRAMMAR</b>		<b>COMPOSITION</b>	
..	<b>Syntax</b>	..	<b>Clarity</b>
..	<b>Spelling</b>	..	<b>Organization and Development</b>
..	<b>Punctuation</b>	..	<b>Originality</b>
..	<b>Capitalization</b>	..	<b>Style</b>
..	<b>Word Usage</b>		
..	<b>Sentence Structure</b>		
..	<b>Legibility</b>		

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### Glossary of Terms

<b>Syntax</b>	the way in which words are put together to form phrases and sentences
<b>Spelling</b>	words spelled correctly; please proofread!
<b>Punctuation</b>	punctuation used according to rules of grammar
<b>Capitalization</b>	words capitalized according to rules of grammar
<b>Word Usage</b>	select the most meaningful word for the job; use a variety o words and use them appropriately, according to the rules of grammar (e.g., pronouns, conjunctions, adverbs)
<b>Sentence Structure</b>	use complete sentences; diversify sentence structure by using appropriate language, clauses and descriptors
<b>Legibility</b>	typed clearly according to prescribed format
<b>Clarity</b>	content conveyed succinctly; themes and ideas are clear
<b>Organization &amp; Development</b>	work includes introduction, explanation, conclusion, as appropriate; logical sequence; similar concepts clustered
<b>Originality</b>	work reflects understanding and synthesis; student contemplates, poses, supports arguments and expresses thoughts in own words
<b>Style</b>	work flows from beginning to end; readable, understandable; written in active, not passive voice in accordance with manual of style