Syllabus
Principles of Management 660.340
Fall 2014
3 Credits

Description
This course introduces the student to the management process. The course takes an integrated approach to management by examining the role of the manager from a traditional and contemporary perspective while applying decision-making and critical-thinking skills to the challenges facing managers in today's globally diverse environment. The course examines the techniques for controlling, planning, organizing resources and leading the workforce.

Prerequisites
660.105 Introduction to Business

Instructor
Joshua J. Reiter, Ed.D., joshua.reiter@jhu.edu, http://eng.jhu.edu/wse/cle/page/faculty_profiles/#reiter
Office: Whitehead 104, 410.243.1016
Office hours: Monday 12:30, and by appointment

Teaching Assistant/Course Assistant
Matthew Del Grosso, matthew@jhu.edu
Office: Whitehead 104, 860.965.6766
Office hours: TBD

Matt Carey, mcarey13@jhu.edu
Office: Whitehead 104, 302.519.0338
Office Hours: TBD

Meetings
Monday, 1:30pm, Hodson 316

Textbook

Book Cases: Amazon, Dunkin Donuts, Marissa Mayer, Twitter

Online Resources
Please log in to Blackboard for additional materials related to this course.
**Course Objectives**

The objective of this course is to familiarize you with the knowledge, roles, responsibilities, and skills required of modern managers. The material covered will be relevant to you, regardless of your career objectives. In all likelihood, you will either be a manager or work with one in any occupation you choose. Indeed, in the final analysis, we are all managers of our own lives and can benefit by studying to be better managers.

This course will present the concepts of management as it applies to current thinking in the workplace. The goal of the course is to present topics in management and management theories, while at the same time focusing on practical applications in the real world.

In the first part of this course we will cover topics on management, ethics, decision making planning and controlling, and strategy. Next we will discuss organizational management and culture and human resource management. Then we will cover the management organization, organization culture, and work processes. Finally we will learn more about leadership, motivation, communication, team work, diversity, globalization and entrepreneurship.

The overall objective of this course is to prepare the student to play a significant role in the management of a world-class organization which serves "delighted" customers and clients through "empowered" employees, leading to increased revenues and decreased costs. The focus of the course is on the management of the organization with particular attention to the resource function. The course also lays the foundation for integrating the resource function with the customer and process functions which will be covered in depth in other courses. *The overall objective for the student is to apply the information learned to current business situations.*

**Conduct of the Course**

The course will consist primarily of brief lectures, class discussion, and group interactions. Some of the group work will be incorporated into the class period rather than assigned outside the class. Because of the size of the class, the importance of student participation to the learning of the class as a whole, and the inability of the instructor to collect large amounts of data to evaluate each student's contribution, class attendance is imperative and participation will be graded.

As an upper level course, the instructor expects the students to complete the readings. While many of the concepts will be covered in class, the majority of the time will be spent discussing how to apply the concepts to business situations. The students will be challenged to think of ways to apply the conceptual models, justify their perspectives, and explain their ideas in a clear and concise professional business format.
Cases as a methodology

This course uses cases as a primary learning vehicle. Material given should be sufficient for the analysis of the case. Because of the importance of alternative viewpoints, it is important that one case submitted result from the collaborative effort of your team.

Preparation of cases will consist of two parts, preparation of responses to given questions, and preparation and class discussion. Written responses will be evaluated using the following criteria:

1. How well you answered the questions
2. How well you supported the answer
3. How well you demonstrated knowledge of the concepts, lectures, and readings, and applied them.

For the cases, you will be INDIVIDUALLY responsible for a 4-5 page, double spaced, in-depth analysis response. Collaboration on analysis for individual cases is allowed, however the submitted response must be the sole work of the individual. There should be no "re-hash" of the case materials. Instead, you should delve deeper than the events themselves to the root causes and systemic successes or failures which have placed the firm in the position they find themselves.

Discussion in class will be on the full case and its implications, not just the questions. Student contribution and understanding of the entire case is assumed.

Case Analysis

I. Executive Overview - Summary of the Facts: This section should present a brief listing of the key facts. It should not exceed one page. Therefore, there is little room for a long-winded presentation of each fact. We have read the case. Do not rehash the case, just identify the key facts.

II. Critical Issue - Statement of the Problem: This section should present a brief treatment of the (one) major problem. (For the group case, you can identify more than one issue.) It should include a concise statement of the major problem (just one) one sees in the case. This part of the analysis should not exceed one-half page in length and may be shorter. Care must be exercised in identifying problems. Some questions that help in defining the problem are: (1) Have the basic problem(s) been identified or are these symptoms? (2) If more than one problem presents itself in the case, have I selected the most important issue? (3) Am I putting myself in the manager’s shoes and looking toward future actions?

III. Analysis - Causes of the Problem: This section should provide a detailed analysis of the causes of the problem(s) identified in Section II. A major objective is to illustrate clearly how course concepts are being used to better understand the causes of the problem. You should show you are applying course material! An example of application is: “According to Maslow’s hierarchy of needs…..”

Some questions you should ask when writing “causes of the problem” section are: (1) have the appropriate course materials been applied? (2) Do the identified causes relate to the problem(s) stated in Section II? (3) When drawing conclusions or making assumptions did I support the conclusions or assumptions with a sentence from the case or a quote or paraphrase from the readings or an example from class?

IV. Possible Solutions: This section should indicate a number of possible solutions. Each solution should also have listed the pros and cons (strong and weak points) that relate to it.

V. Recommendation - Solution and Its Implementation: This section should outline the recommended solution to the problem(s). The solution will be one (for individual case) or a combination of the ones listed in IV (only for group case) above. It should be specific — stating what should be done, by whom, and in what sequence. In short, it will include not only what should be done but also how it should be done.

Some questions and concerns you should keep in mind when writing your recommendation – solution and its implementation section are: (1) Has an awareness of the problem of implementation (the how aspect) been demonstrated? (2) Have the solution and implementation been too general? For example, a general solution might state: “The manager needs to realize that he/she should match his/her style to the situation.” A specific solution would indicate what style is most appropriate for the situation and how the manager should attempt to develop the appropriate style/situation match. Note the emphasis on how as well as what. (3) Does the solution and implementation address the problems and causes identified in the previous sections? Does the solution take into account the pros and cons listed earlier?

Don’t Forget to JUSTIFY your recommendation. This section of the analysis should use course concepts to tell why the solution and implementation will work. A major objective of this section is to show clearly how course concepts are being applied to arrive at a workable solution and implementation to the problem that has been identified. The application of course concepts should be stressed. Course concepts are crucially important here as well as in Section III. Some questions that you should ask when writing the justification section are: (1) Have the appropriate course material been applied? (2) Are conclusions supported with appropriately referenced facts, quotes, and explanations from the case, readings, and class activities? (3) Does the justification recognize the pros and cons listed earlier?
“Current Issues in Business” Project and Presentation

On **November 10th** groups will be required to hand in the written portion of the Current Issues in Business Project. Then on **November 17th** groups will be responsible for a presentation on current issues in management which you have researched. You will have the ability to modify your presentation based on the feedback from the written portion of the project. The purpose of this presentation is to expand the knowledge of the class on current management issues which impact current organizations and to create solutions. The solutions should be in the form of an APP (for smartphone, etc)

Each group will meet and choose a topic of interest to research and present. This should be a current general management issue. For example, a group may choose to research "ethics and the internet"; however, a group may not choose to research “the problems at Netflix.” The group will research the issues and make an oral presentation of 15 - 20 minutes (including questions). The project and presentation will address the following questions about the topic:

1. What is the issue?
2. How does it impact the work environment?
3. Who are the major industries/companies/customers impacted by these issues?
4. Why do you (or the industry) have an interest in this topic? How does it change the industry or the competition?
5. How is it having a profound effect on the way people work?
6. How might it impact the ability of the company/industry to be successful? Give an example.
7. What has the industry been doing to improve upon this issue? Does the industry/company even know it is an issue?
8. What mistakes have been made by companies with this issue?
9. What improvements would you suggest to assure success for the company/industry? Develop an App that would resolve the issues. **You don’t have to show the App working, just provide an outline of what the App would do.**

It is preferred that all group members participate in the presentation portion. Submitted projects will be graded to give the groups an opportunity to improve their presentation before the final project presentation at the end of the semester.

Topics for this project can be found in business journals. You may also use any other trade journals, library materials, or legitimate internet resources to select a “current issues in business” topic. To avoid duplication, each group will submit a first, second, and third choice topic to the instructor by **September 22nd.**

Your group will be notified as to which issue you will be responsible for presenting by **September 29th.** The order for presentations on **November 17th** will be selected randomly.
**Course Expectations & Grading**

Individual Cases: 40% (4 @ 10% each including re-write)  
97+ = A+  
94-96 = A  
Group Project: 20%  
90-93 = A-  
87-89 = B+  
Exam 1: Exam 2: 10%  
84-86 = B  
80-83 = B-  
Class Participation: 10%  
77-79 = C+  
74-76 = C  
70-73 = C-  
And so on...

**Assignments & Readings**

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
</table>
| 1    | 09/08   | Course and Textbook Introduction  
Management Process  
Management Learning  
“Unique”   | -- |
| 2    | 09/15   | Ethics and Social Responsibility  
Managers as Decision Makers  
Book: Lost at Sea – Chap 4  
**In Class Case: TRADER JOE’S (C-3)** | 3 |
| 3    | 09/22   | Planning Techniques  
Controls and Control Systems  
“Two Truths and a Lie”  
**CASE 1: AMAZON (C-9)  
GROUP PROJECT PROPOSAL DUE** | 5*  
6* |
| 4    | 09/29   | Strategy and Strategic Management  
Organization Structure and Design  
**In Class Case: CHIPOTLE (C-13)** | 7*  
8* |
| 5    | 10/06   | GUEST LECTURE – Management – Mr. George Kennedy  
Organizational Culture  
**CASE 1 REWRITE: AMAZON (C-9)** | 9 |
| 6    | 10/13   | Human Resource Management  
Leadership  
Book: Strategic Scenarios – Chap 7  
**CASE 2: DUNKIN DONUTS (C-15)** | 10*  
11* |
| 7    | 10/16   | Individual Behavior  
Motivation  
Book: Job Satisfaction (by gender) – Chap12  
**In Class Case: BORDERS (C-25)** | 12*  
13* |
| 8    | 10/20   | Teams and Teamwork  
Communication  
**CASE 3: MARISSA MAYER (C-21)** | 14*  
15* |
| 9    | 10/27   | Examination 1  
Ch. 1-13 |
| 10   | 11/03   | Diversity and Global Cultures  
Globalization and International Business  
Book: American Football  
**CASE 4: TWITTER (C-31)** | 16*  
17* |
| 11   | 11/10   | Entrepreneurship and Small Business  
Book: Teamwork Dilemmas – Chap 15  
**GROUP PROJECT DUE** | 18 |
| 12   | 11/17   | **GROUP PROJECT PRESENTATIONS** |
| 13   | 12/01   | HANDS ON MANAGEMENT SIMULATION  
Rec. Ctr. |
| **FINAL** | 12/18 9am | Exam 2  
Ch. 14-18 |

*Group Chapter Lectures

**PLEASE NOTE:** Late assignments will NOT be accepted without prior approval of the instructor or course assistants
Ethics
The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

You can find more information about university misconduct policies on the web at these sites:

- [http://e-catalog.jhu.edu/undergrad-students/student-life-policies/](http://e-catalog.jhu.edu/undergrad-students/student-life-policies/)

Students with Disabilities
Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

ABET Outcomes

- Ability to function on multidisciplinary teams
- Understanding of professional and ethical responsibility
- Ability to communicate effectively
- Recognition of the need for and an ability to engage in life-long learning
- Knowledge of contemporary issues