Syllabus
EN660.340
Principles of Management
Spring 2015
(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.

Prerequisite
660.105 Introduction to Business. Not open to students who have taken 660.220 Principles of
Management.

Instructor
Illysa Izenberg, Lecturer izenberg@jhu.edu
Office: Whitehead 105L
Office hours: before 9 a.m. and from 11:45 - 2 p.m. Tuesdays and Thursdays. Please email to set up
appointment.

Teaching Assistant
Mark Stuczynski mstuczynksi2@gmail.com
Office: Whitehead 105
Office hours: TBD

Course Assistant
Tom Schwietz tschwic2@jhu.edu
Office: Whitehead 104
Office hours: TBD

Meetings
Wednesdays 1:30 – 4:15 Hodson 203

Textbook and simulation
Softcover: $75 (978-1-1-1992515-6). This textbook should be in the B&N bookstore; however,
please note that last year students found that the bookstore only ordered a small number of books
which ran out before class began. There is a reading assignment due for the first class.

To save you money, I’ve worked with the publisher to provide us with a black & white softcover
version of the book with only the chapters we need. It's not as pretty as the original book, but it is much less expensive.

E-book: For greater savings and interactivity, purchase the electronic version for $60.95 by going to the Vital Source website http://store.vitalsource.com and typing the ebook ISBN (978-1-1199-2548-4) into the Search box in the upper right corner of the Welcome page. You will find the link to download the free Vital Source Bookshelf reader at the bottom left of http://store.vitalsource.com to use the eBook.

When using the weekly plan to determine what to read, be sure to use chapter titles, rather than chapter numbers: the book I created and the e-book (and any used book) may have different chapter numbers from each other.

2. Simulation: We will complete a Harvard Business School Publishing simulation: Change Management: Power & Influence. Go to: https://cbh.hbsp.harvard.edu/cbmp/access/32021875 to purchase access to the simulation for $15.00.

You must have access to a laptop for this course – see weekly plan for date(s) to bring laptop to class. Total materials cost: $76 - $90 depending on book format chosen.

Online Resources
1. e-reserve: Leading Change: Why Transformation Efforts Fail By John Kotter. You can find this article by linking to the library from our Bb room.
2. Blackboard: please login to our courseroom for other resources.

You will be provided with numerous handouts for which you may wish to use a ~1.5" binder.

Course Objectives
While an individual’s success may depend on his direct input – the sweat of his own brow – a manager’s success depends on his ability to enlist the active involvement of others: direct reports, other managers, other team members, other department employees, and those above and below him on the organizational chart. To do so, he must understand and see possibilities for himself, his team, his organization and industry and write and speak persuasively.

In this course, you will be introduced to strategy, managerial control, organizational culture and design, and people management and you will practice writing concise persuasive analyses and action plans and verbally defending your ideas. You will better understand your own strengths and weaknesses and begin to develop your own managerial style. You will leave this course prepared for the work world.

Course Topics (Learning Objectives)

<table>
<thead>
<tr>
<th>Learning module</th>
<th>• By the end of the course students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>Topics</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Introduction to Management             | • Define and give examples of each of the management functions—planning, organizing, leading, and controlling.  
• Define three essential managerial skills—technical, human, and conceptual skills.  
• List and give examples of personal competencies important for managerial success. |
| Management theory                      | • Define situational management, knowledge management, and a learning organization.  
• Compare various management theories |
| Ethics & social responsibility         | • Define ethics and ethical dilemma and give workplace examples  
• Explain how an organization’s culture and the external environment influence ethical decisions.  
• Define Corporate Social Responsibility |
| Innovation, & sustainability           | • Define competitive advantage and give examples of how a business might achieve it.  
• Explain how innovations get commercialized and the characteristics of innovative organizations. |
| Global management & cultural diversity | • Define globalization and discuss its implications for international management.  
• Define culture and differentiate between low-context and high-context cultures  
• List and illustrate Hofstede’s five dimensions of value differences among national cultures. |
| Information & decision making          | • Describe the role of information systems in organizations  
• Explain decision making in certain, risk, and uncertain environments  
• List the steps in the decision-making process and apply these to a sample decision-making situation  
• Explain common decision errors |
| Planning, processes and techniques     | • List the steps in the formal planning process  
• Illustrate the benefits of planning for personal career development  
• Differentiate between short-range and long-range plans  
• Define forecasting, contingency planning, scenario planning, and benchmarking |
| Strategy & strategic management        | • Define competitive advantage, strategy, and strategic intent  
• Explain SWOT analysis and Porter’s five forces model |
| Organizational culture & change | • Define organizational culture and explain the importance of strong cultures to organizations.  
• Differentiate incremental and transformational change  
• List several reasons why people resist change and describe strategies for dealing with resistance to change |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Leading & leadership development | • Contrast the trait and leader-behavior approaches to leadership research  
• Explain path-goal and LMX theories and transformational leadership |
| Teams & teamwork | • Explain potential advantages and disadvantages of virtual teams  
• List the characteristics of self-managed work teams and explain how self-managed teams are changing organizations  
• Illustrate how groups make decisions by authority rule, minority rule, majority rule, consensus, and unanimity |
| Communication & collaboration | • Differentiate between effective and efficient communication  
• Define active listening  
• Illustrate the guidelines for constructive feedback  
• Differentiate affective and task conflict  
• Explain the common causes of conflict  
• Explain the conflict management styles of avoidance, accommodation, competition, compromise, and collaboration |

**Course Expectations and Grading**

Come to class prepared to discuss the assigned chapter and associated case as noted on the weekly plan. For all cases, you will work in Learning Groups (LG) of three students to debate and collaboratively complete the “problem solving” and “further research” tasks shown at the end of each case.

While this is not a writing course, clear (unambiguous, immediately understandable) writing with limited to no grammatical errors is more persuasive and will earn a higher grade. See the case rubric for detailed information.

Peer contribution grade: After every few LG assignments, students will grade their Learning Group-mates’ contribution using the rubric shown in the LG Rubric. The peer contribution grade is informed by the rubrics, but is not determined by the rubrics.

All students are expected to contribute to the learning of the other students by sharing ideas in class. A quality comment:

- Generates quality debate  
- Builds on classmates’ comments  
- Links textbook reading, case material and/or individual experiences  
- Demonstrates rigorous and critical thinking

Because students in this program may not have studied non-technical subjects and may not have
experienced being graded on class contribution, every effort will be made to ensure all voices are heard and everyone has an opportunity to share ideas. The environment will be conducive to hearing from everyone regardless of first language, accent, or speaking style. Thus, the class environment will model an inclusive work environment.

While playing devil's advocate can help explore options and contingencies, arguing for the sake of arguing does not enhance learning. All students are expected to participate in all class activities and exercises.

This is a large class and I won’t be able to notice and recall every comment from each student each class. Students must actively participate – don’t hide and don’t be a passive observer. Each student is responsible for his own and his peers’ learning.

Contact Tom if you will miss or be late to a class. Send Tom a written plan for learning missed material (review the weekly plan for ideas). This is an experiential class; students who miss classes do not learn all the objectives of the course. Grades reflect this loss. However, do not come to class with a contagious illness; if you can attend a class via Skype, please make arrangements to do so with a classmate.

Concepts learned on a regular, consistent basis stick far longer than anything learned cramming for midterms and finals. Accordingly, grading categories emphasize weekly learning. This course requires a great deal of reading; because we meet only once a week, you will complete two classes’ worth of reading for each class meeting. Don’t attempt to cram in an entire week’s work into one day.

<table>
<thead>
<tr>
<th>Description</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Case memos and homework</td>
<td>45%</td>
</tr>
<tr>
<td>2. Quizzes &amp; midterm project</td>
<td>45%</td>
</tr>
<tr>
<td>3. Class &amp; LG contribution</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

97+ = A+    94-96 = A    90-93 = A-
87-89 = B+  84-86 = B    80-83 = B-
77-79 = C+  74-76 = C    70-73=C-

Key Dates
There are specific and different assignment questions for each case. All dates can be found on Blackboard instead of here.Clickable links in the online syllabus take you to the Learning Objectives and the specific assignments and dates. All deliverables should be uploaded to the Bb assignment link and no deliverable needs to be printed out and brought to class.

Assignments
Students will read short case studies and answer questions, read specific textbook chapters, and complete self-assessments, assignments, and quizzes as directed. The self-assessments and team exercises are not turned in but must be completed for class discussion.
There will be ten (10) short cases completed with your LG. No rewrites will be accepted and all three groupmembers earn the same grade. Work together with your learning group – don’t split up the work. On your assignment, show all three names. Remember that you will evaluate your learning group peers based on traits shown in the learning group rubric.

Use 12-point font, no more than 650 words single space with 1-inch margins all around. Source lists, charts, graphs, and/or pictures will not count against the word count. Attach a self-graded case rubric to every case memo.

Please see the weekly plan for specific deliverables and due dates.

University Ethics Statement
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.

You may collaborate with other students in this course, but, with the exception of group work, your final work must be your own. If you have questions about this policy, please ask the instructor.

Report any violations you witness to the instructor. You can find more information about university misconduct policies on the web at these sites:
- For undergraduates: http://e-catalog.jhu.edu/undergrad-students/student-life-policies/
- For graduate students: http://e-catalog.jhu.edu/grad-students/graduate-specific-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 (d).
- Understanding of professional and ethical responsibility (f).
- Ability to communicate effectively (g).
- The broad education necessary to understand the impact of engineering solutions in a global and societal context (h).
- Recognition of the need for and an ability to engage in life-long learning (i).
- Knowledge of contemporary issues (j).