

App - 10/2/07  
Info. - 11/6/07

07-15d

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: MGMT 428 Seminar in Management (writing intensive)

Instructor(s) of Record: Frederick J. Slack, Ph.D., Joette M. Wisnieski Ph.D., and Stephen W. Osborne Ph.D.

Phone: 724-357-7737, 724-357-5912 and 724-357-5760

Email: fslack@iup.edu, wisnie@iup.edu and osborne@iup.edu

#### Step One: Proposers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline? (see attached completed Undergraduate Distance Education Review Questionnaire)
2. How will each objective in the course be met using distance education technologies? (see attached completed Undergraduate Distance Education Review Questionnaire)
3. How will instructor-student and student-student, if applicable, interaction take place? (see attached completed Undergraduate Distance Education Review Questionnaire)
4. How will student achievement be evaluated? (see attached completed Undergraduate Distance Education Review Questionnaire)
5. How will academic honesty for tests and assignments be addressed? (see attached completed Undergraduate Distance Education Review Questionnaire)

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Pranata B.D. 9/20/07  
Signature of Department Designee Date

Endorsed: [Signature] 9/20/07  
Signature of College Dean Date

Received  
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Liberal Studies

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail Sechrist  
Signature of Committee Co-Chair

10/2/07  
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

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**Step Four: Provost Approval**

Approved as distance education course

Rejected as distance education course

CT Samuels  
Signature of Provost (id)

10/4/07  
Date

Forward form and supporting materials to Associate Provost.

**Undergraduate Distance Education Review Questionnaire**

**MGMT 428 Seminar in Management (writing intensive)**

**Step One: Proposer (Provide a brief narrative rationale for items A1 – A5)**

**A1 How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

**Qualifications for Distance Education Delivery Method**

**Frederick J. Slack, Ph.D.**

Has used WebCT distance education delivery for MGMT 310 Principles of Management (five semesters)

Has used WebCT distance education delivery for MGMT 400 Compensation Management (two semesters)

Has used WebCT distance education delivery for MGMT 402 Seminar in Human Resource Management (one semester)

Has used WebCT as a supportive component of MGMT 428 Seminar in Management (writing intensive) classroom setting course

In addition, has used WebCT as a supportive component of MGMT 311 Human Behavior in Organizations classroom setting course

**Joette M. Wisnieski, Ph.D.**

Has used WebCT distance education delivery for MGMT 495 Business Policy (ten semesters)

Has used WebCT distance education delivery for MGMT 454 International Competitiveness (six semesters)

In addition, has used WebCT as a supportive component of MGMT 325 Small Business Management classroom setting course

Also, has used WebCT as a supportive component of MGMT 275 Introduction to Entrepreneurship classroom setting course

Has used WebCT as a supportive component of MGMT 492/493 Internship course

Has used WebCT as a supportive component of MGMT 613 Organizational Analysis

**Stephen W. Osborne, Ph.D.**

Has used WebCT distance education delivery for MGMT 495 Business Policy (three semesters)

Has used WebCT as a supportive component of MGMT 428 Seminar in Management (writing intensive) classroom setting course

Has extensively use other venues to deliver distance education (non-WebCT)

**Qualifications for the Discipline (MGMT 428 Seminar in Management)**

**Frederick J. Slack, Ph.D**  
Associate Professor of Management

Ph.D., Graduate School of Business, University of Pittsburgh, 1979.  
Major: Organizational Analysis

Has taught MGMT 428 Seminar in Management (writing intensive) in a classroom setting for two semesters.

Member of the Academy of Management and a Reviewer of submissions to the Management History division (2005, 2006, 2007) and Human Resource Management division (2006 and 2007) for publication and presentation at the Academy of Management's annual meetings.

Served as a member of the International Theme Committee of the Academy of Management and as a Reviewer for the Carolyn Dexter Award, for international submissions to the Academy of Management's Annual Meetings, 2000, 2001, 2002, and 2007.

Reviewer of three chapters in the text, Management, Building Competitive Advantage (Fifth Edition), Thomas S. Bateman and Scott A. Snell, Irwin McGraw Hill, 2002.

20 years experience as a management consultant conducting organizational analysis for Fortune 1000 firms.

Attended IUP Writing Intensive workshop.

**Joette M. Wisnieski, Ph.D.**  
Associate Professor of Management

Ph.D., University of Georgia — Strategic Management

Assistant Director of the Small Business Institute — manages teams of students who act as consultants to area small businesses

Small Business Development Counselor-- works as a consultant to local small businesses

Received grant from Kauffman Foundation and started the Entrepreneurship and Small Business minor for Fine Arts students at IUP

Attended IUP Writing Intensive workshop.

**Stephen W. Osborne, Ph.D.**  
Professor of Management

Ph.D., Graduate School of Business, University of Pittsburgh.

Director of the Small Business Institute — manages teams of students who act as consultants to area small businesses

Small Business Development Counselor – works as a consultant to local small businesses

Developed Self Employment Assistance Program for unemployed workers interested in starting their own business

Has taught MGMT 428 Seminar in Management (writing intensive) in a classroom setting for ten semesters.

Attended IUP Writing Intensive workshop.

**Publications and Research:**

Journal Articles – 5

Proceedings Publications – 13

18 Presentations

Editor, *Journal of Small Business Strategy* (1998-2004)

**Boards:**

1st Summit Bank Area Board (2002 - present)

Four Footed Friends, Inc., Chair, Advisory Board (2004 - present)

Indiana County Humane Society, Advisory Board (1999 - 2003)

Small Business Institute Directors' Association (1998 - 2004)

Pennsylvania Appalachian Capital Alliance (and served on Loan Committee) (2000-03)

Keystone Repertory Theater (1997-2002)

**Awards:**

SBI Consulting Case of the Year Awards:

❖ 7 National Awards

❖ 14 Regional Awards

Showcase Award for outstanding SBI Program in U.S.

Pennsylvania Business Central's Top 100 people for 2003

Conference Best Paper Awards – 2

U.S. Small Business Admin. (SBA) Research Advocate of the Year  
Elected Small Business Directors' Association (SBIDA) Fellow  
U.S. Small Business Administration District Director's Award

**Relevant Publications for Frederick J. Slack, Joette M. Wisnieski and Stephen W. Osborne**

Orife, John N., **Frederick J. Slack**, and John Ryan, "Organisational Values and Employee Satisfaction," Nigerian Management Review, Volume 12 No. 1, June – November, 2000, pp. 897-907.

Mohamed, A. Amin, John N. Orife and **Frederick J. Slack**, "Organizational reputation: A literature review and a model," International Journal of Management, 2001.

Chaubey, Manmohan, Ramesh Soni and **Frederick J. Slack** "An Analytic Hierarchy Process Model of Arbitration," Journal of Collective Negotiations in the Public Sector, Volume 29 No. 4, July, 2001.

Ryan, John, **Frederick J. Slack** and Ramesh Soni, "Towards a Contingency Approach of Information Center Management," DIAS Technology Review, The International Journal for Business & IT, Volume 1 No. 2, October 2004 – March 2005, pp. 8-19.

**Wisnieski, J.** and Soni, R. G., "Strategic Alliance Choice: Usefulness of Proposed Theories," Journal of Applied Management and Entrepreneurship, 2005.

Bharadwaj, P., T. W. Falcone, and **S. Osborne**, "Creating Entrepreneurs from the Ranks of the Unemployed," Journal of Small Business Strategy, 2005

**Wisnieski, J. M.** and Ryan, J., "Simulate to Stimulate: A Conversation with Small Business instructors," Academy of Entrepreneurship Journal, 2006.

**A2 How will each objective in the course be met using distance education technologies?**

**Objective 1)** It is expected that upon successful completion of the course, students will be enabled to isolate various approaches to the study of organizations and discuss an open systems approach to organizations. This objective will be met by students through (a) an understanding of **Chapter 3, Managing in a Changing Global Environment**, (b) accessing outside internet information sources related to systems theory and organizations, and (c) by successful completion of an Assignment and Discussion related to **Toyota and Ford**.

Toyota is a capital *keiretsu* with a minority stake in suppliers; Toyota works with suppliers to improve quality. In contrast, Ford has attempted to manage its environment in varied ways. Early on, Ford used contracts. As the environment got more complex, they began producing their own parts. This is a good application of resource dependency theory in that they managed their environment by reducing their dependency on suppliers. When the environment became even more complex in the 1990s, Ford developed some keiretsu-type arrangements in order to manage this.

Students are to access various electronic resources to chronicle the methods in which Toyota and Ford have managed their environment. Students are to discuss the differences with their fellow classmates via WebCT.

**Objective 2)** It is expected that upon successful completion of the course, students will be enabled to understand the role that ethics plays in top management. This objective will be met by students through (a) an understanding of **Chapter 2, Stakeholders, Managers, and Ethics**, (b) accessing outside internet information sources related to ethics and recent corporate ethical dilemmas, and (c) by successful completion of an Assignment and Discussion related to **Ethical Stances at Johnson & Johnson and Dow Corning**.

It is clear from looking at Johnson & Johnson's credo that they really focus on stakeholders and making ethical decisions. The credo can be viewed at [http://www.jnj.com/our\\_company/our\\_credo/index.htm](http://www.jnj.com/our_company/our_credo/index.htm). In contrasting the stance, at Dow Corning, the management behavior seemed "out of character." What this shows is that organizations must put forth effort to manage ethically, it does not just come naturally to so called "good managers." Johnson and Johnson does this, and this is illustrated quite well by their credo. Students are to discuss these contrasting approaches with their fellow classmates via WebCT.

**Objective 3)** It is expected that upon successful completion of the course, students will be enabled to differentiate between micro and macro perspectives

in the study of organizations. This objective will be met by students through (a) an understanding of **Chapter 1, Organizations and Organizational Effectiveness**, (b) accessing outside internet information sources related to organization history, and (c) by successful completion of an Assignment and Discussion related to ***Change and More Change at AOL-Time Warner***.

This case demonstrates the difficulty in trying to merge two organizations that have very different structures. In addition, it shows that regardless of the structure, environmental factors often play a role in the success of an organization, as evidenced by the implosion of the dotcoms. Students are to access electronic resources to chronicle the various changes within AOL-Time Warner, and the industry, and discuss them with their fellow classmates via WebCT.

**Objective 4)** It is expected that upon successful completion of the course, students will be enabled to discuss various designs for structuring organizations. This objective will be met by students through (a) an understanding of **Chapter 5, Designing Organizational Structure: Authority and Control**, and (b) by successful completion of an Assignment and Discussion related to ***Sony's Magic Touch***.

Sony uses its organic structure to motivate and coordinate employees. Students are to research and summarize the various changes within Sony and discuss them with their fellow classmates via WebCT.

**Objective 5)** It is expected that upon successful completion of the course, students will be enabled to appreciate the importance of appropriate planning, decision making, coordination and communication strategies that assist an organization in accomplishing its goals. This objective will be met by students through (a) an understanding of **Chapter 6, Designing Organizational Structure: Specialization and Coordination**, and (b) by successful completion of an Assignment and Discussion related to ***A New Caterpillar Emerges***.

Caterpillar was a low-cost manufacturer in the construction equipment industry, but competition from the Japanese threatened its position. Caterpillar's functional approach was outdated, and structural changes were needed to remain globally competitive. By observing Japanese manufacturers, the CEO saw that their success resulted from cross-functional teams, decentralized control, and updated factories. Students are to research and summarize the various changes within Caterpillar and discuss them with their fellow classmates via WebCT.

**Objective 6)** It is expected that upon successful completion of the course, students will be enabled to understand how strategies are formulated and



implemented for effecting change within organizations. This objective will be met by students through (a) reading and understanding the content of **Chapter 10, Types and Forms of Organizational Change** and (b) by completion of an Assignment and Discussion related to the case: ***Sears Changes Again and Again.***

The case details some major structural and market changes that Sears has undergone in the past decade. Students are to access electronic resources to chronicle the various changes within Sears and discuss them with their fellow classmates via WebCT.

The major changes involved altering dramatically the strategy and structure. In the 1990's, the CEO sold off unprofitable ventures, including the famous Sears Tower. He also dramatically changed the target market, attempting to sell women's clothes and market to the "middle-American mom."

When the CEO changed in 2000, the new CEO made more dramatic changes, including emphasizing "hard side" appliances and tools as opposed to clothing. Ultimately, the merger of K-Mart and Sears demonstrates how dynamic the retail market is.

### **A3 How will instructor-student and student-student, if applicable, interaction take place?**

#### Assignments/Discussions (Threaded Discussions and Chat Rooms)

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The only way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one

other student in the course by replying to the assignment within the assignment/discussion icon.

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

**A4 How will student achievement be evaluated?**

Essay Examination 1 (writing intensive to be revised by students)	100 points
Examination 2 (objective examination 100 questions)	100 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
Final Essay – Term Paper	100 points
	<b>Total 400 points</b>

Seventy-five percent of the final course grade is based upon writing.

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

**Examination**

There will be one 100-point objective examination during the semester. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

The objective examination will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

**Assignments/Discussions**

There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

**Essay – Final paper**

The case analysis – final term paper is to be approximately 10 – 15 pages in length and is to be submitted electronically by the last day of the semester.

## **A5 How will academic honesty for tests and assignments be addressed?**

### **Examination**

There will be one 100-point objective examination during the semester. A standardized test bank will be used for the majority of questions. Placement of the questions will randomly vary based upon the WebCT Test tool. Also, questions pertaining to specific assignments and discussions submitted by students will be included in the test.

The examination will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day. Students will be allocated two and one-half hours (approximately 150 minutes) to complete 100 questions. In addition, the physical layout of the exam is white lettering on a black background, thus decreasing the likelihood that a student, completing an exam at the beginning of the examination period, will print a copy of the test and provide it to a fellow classmate.

### **Assignments, Discussions and Essay – Final Paper**

The instructor will review the content and writing style of students with respect to the Assignments, Discussions and Essays, to determine writing style consistency throughout the semester.

# SYLLABUS OF RECORD

**MGMT 428 Seminar in Management (writing intensive)**

**3c-01-3sh**

**Frederick J. Slack, Ph.D. Joette M. Wisnieski, Ph.D. and Stephen W. Osborne, Ph.D.**

## **I. Catalog Description**

An integrative course in management. Considers current literature in the field and contemporary issues in management using case studies. (writing intensive)

Prerequisite: MGMT 310 Principles of Management. .

## **II. Course Outcomes/Objectives**

This seminar in management focuses upon the study of complex formal organizations. As an organization theory course, it addresses organizations from various perspectives and foundation disciplines. The course adopts a general systems approach. It is expected that upon successful completion of the course, students will be enabled to:

- 1) isolate various approaches to the study of organizations and discuss an open systems approach to organizations;
- 2) to understand the role that ethics plays in top management;
- 3) differentiate between micro and macro perspectives in the study of organizations;
- 4) discuss various designs for structuring organizations;
- 5) appreciate the importance of appropriate planning, decision making, coordination and communication strategies to assist an organization in accomplishing its goals, and to
- 6) understand how strategies are formulated and implemented for effecting change within organizations.

## **III. Detailed Course Outline**

1. Introduction and Chapter 1: Organizations and Organizational Effectiveness (Week 1: 3 academic hours)

This chapter discusses organizations, organizational theory, and the importance of organizational design. An organization is a tool for individuals or groups to accomplish goals. An organization creates value at three stages: input, conversion, and output. Organizations exist because people working together to produce goods and services create more value than those working alone. Organizations may exist to increase specialization and the division of labor, to use large-scale technology, to manage the external environment, to economize on transaction costs, and to exert power and control over employees.

**2. Chapter 2: Stakeholders, Managers, and Ethics (Week 2: 3 academic hours)**

This chapter examines the role that managers and stakeholders play in the organization. Every organization has two main groups of stakeholders: (1) inside stakeholders — shareholders, managers, and the workforce; and (2) outside stakeholders — customers, suppliers, the government, trade unions, local communities, and the general public. Although stakeholders have competing interests, an organization must minimally satisfy them all. Satisfying stakeholders creates problems due to competing goals, allocating rewards, and choosing a time frame to measure effectiveness. Difficulties arise in measuring organizational effectiveness even if stakeholders have shared goals. An organization must select the best way to achieve goals. Agency theory explains the relationship between top management and the board of directors. Ethics and ethical behavior is discussed, including the sources of ethics, moral hazard, and how to create an ethical organization.

**3. Chapter 3: Managing in a Changing Global Environment (Week 3: 3 academic hours)**

An organization's domain includes its goods and services, and its customers. An organization must cope with forces in the specific and general environments. Specific environmental forces include outside stakeholder groups that directly impact the ability to obtain resources: customers, distributors, unions, the government, competitors, and suppliers. General environmental forces include: economic, international, technological, demographic and cultural, political, and environmental forces. Complexity, dynamism, and richness determine the extent of environmental uncertainty. A simple, stable, rich environment has some uncertainty, but a complex, dynamic, poor environment is highly uncertain. The global marketplace makes the environment highly uncertain.

**4. Chapter 4: Basic Challenges of Organizational Design (Week 4: 3 academic hours)**

This chapter addresses four challenges of organizational design: (1) determining the level of differentiation, (2) deciding how to coordinate activities, (3) determining who will make decisions, and (4) deciding how tightly the organization will control employee activities.

**5. Chapter 5: Designing Organizational Structure: Authority and Control (Week 5: 3 academic hours)**

To protect shareholders goals, managers must constantly analyze organizational structure. This chapter examines the vertical dimension of structure — the hierarchy of authority created to control an organization's members. The chapter outlines Max Weber's six principles of bureaucratic structures and reviews the advantages of bureaucratic structure. Authority should be based on rational legality, clearly defined roles, competence, and rules. A bureaucratic structure controls interactions among organizational members, reduces transaction costs, provides stability, and increases core competences.

6. Chapter 6: Designing Organizational Structure: Specialization and Coordination (Week 6: 3 academic hours)

Company tasks are organized to provide customers with goods and services. The functional structure stands as the foundation of horizontal differentiation by creating a division of labor that leads to core competences. Functional structures face control problems as an organization grows and becomes more complex: lack of communication, inability to measure performance, and lack of customer responsiveness. To resolve these issues, a company adopts a more complex structure by increasing vertical differentiation, horizontal differentiation, and integration. The source of control problems, the product, geography, or the customer, determines the type of structure. Three product structures (product division, multidivisional, and product team) are discussed, highlighting both advantages and disadvantages. The geographic structure and the market structure are examined with their advantages and disadvantages.

7. Chapter 7: Creating and Managing Organizational Culture (Week 7: 3 academic hours)

This chapter examines organizational culture, which includes ethics. Organizational culture controls behavior and plays a role in organizational effectiveness. Organizational culture is the set of values that controls behavior, determines how organizational members interpret the environment, and helps achieve a competitive advantage. An organization has two types of values: terminal and instrumental. Members learn values indirectly or through a formal socialization process. Van Mannen and Schein's model of socialization tactics distinguishes between institutionalized and individualized role orientations. For newcomers to develop an institutionalized orientation, company tactics include: collective, formal, sequential, fixed, serial, and divestiture. For an individualized orientation, company tactics include: individual, informal, random, variable, disjunctive, and investiture. Cultural values are transmitted through stories, ceremonies, language, and four rites: passage, integration, enhancement, and degradation.

8. Chapter 8: Organizational Design and Strategy in a Changing Global Environment (Week 8: 3 academic hours)

Strategy is an action plan for developing core competences to reach long-term goals and gain a competitive advantage. Core competences stem from specialized resources possessed by functional personnel, organizational resources, and coordination abilities. Strategies that create value and achieve competitive advantage are formulated at four levels: functional, business, corporate, and global.

9. Chapter 9: Organizational Design, Competencies and Technology (Week 9: 3 academic hours)

Technology is the combination of skills, abilities, machines, computers, and other tools used to transform inputs into outputs. Technology exists at three levels: individual, functional, and organizational. It creates value and increases

effectiveness at all three stages: input, conversion, and output. The external resource approach uses technology to help manage and control outside stakeholders. The internal systems approach uses technology to increase innovation and reduce design and production time. The technical approach uses technology to improve efficiency and quality while reducing costs.

10. Chapter 10: Types and Forms of Organizational Change (Week 10: 3 academic hours)

This chapter examines organizational change, including technological change. Technological change requires that organizations learn how to manage the innovation process. Organizational change is defined as the process by which organizations reach desired goals. Planned organizational change creates value for stakeholders.

Several forces for change plus resistances to change are examined. The major forces for change are competitive, economic, political, global, demographic, social, and ethical forces. The major resistances to change at the organizational level are structure, culture, and strategy. Resistances at the functional level are differences in subunit orientation and power and conflict struggles. Resistances at the group level are norms, cohesiveness, and groupthink. Resistances at the individual level are cognitive biases, uncertainty and insecurity, selective perception and retention, and habit.

11. Chapter 11: Organizational Transformations: Birth, Growth, Decline and Death (Week 11: 3 academic hours)

This chapter considers how to manage the organizational life cycle and respond to various problems. A firm can adjust its strategy and structure to respond to problems. A life cycle is defined as a predictable series of stages that organizations experience. The four major stages are birth, growth, decline, and death. The institutional theory of growth proposes that organizations grow as they satisfy stakeholders. Coercive isomorphism, mimetic isomorphism, and normative isomorphism are explained, and the disadvantages of isomorphism are considered.

12. Chapter 12: Decision Making, Learning, Knowledge Management, and Information Technology (Week 12: 3 academic hours)

This chapter examines decision-making and organizational learning. Organizational decision-making is the problem-solving process that searches for a solution to create value for stakeholders. Programmed, or routine, decisions are distinguished from non-programmed decisions. Organizational learning is the process of seeking new ways to increase effectiveness. Explorative learning is distinguished from exploitative learning. Organizational learning has four levels: individual, group, organizational, and inter-organizational. Promoting learning at each level and the effect of structure and culture are considered.

**13. Chapter 13: Innovation, Entrepreneurship, and Creativity (Week 13: 3 academic hours)**

This chapter examines innovation and creativity. This is the process of developing new products, services, or procedures to better serve the needs of customers. Innovation brings about technological change. Quantum technological change, which results in quantum innovations, is distinguished from incremental technological change, which results in incremental innovations. Incremental innovations build on quantum innovations.

**14. Chapter 14: Managing Conflict, Power, and Politics (Week 14 – 3 academic hours)**

This chapter examines conflict, power, and politics in the organizational setting. Although stakeholders cooperate to contribute resources, they compete for resources. Conflict arises when one group pursues its goals at the expense of another. Research shows that some conflict is good to overcome inertia, but beyond a certain point, conflict hurts organizational effectiveness.

**IV. Evaluation Methods**

The final grade for the course (approximately 60% writing intensive) will be determined as follows:

**25 % Examination 1: Writing Intensive – Case Studies – Test.** There will be one 100-point writing intensive examination during the semester. The writing intensive exam will be submitted by students, reviewed by the instructor and returned to students for revision and re-submission within a two-week period. Writing intensive tests submitted after the initial submission deadline date and/or revised writing intensive tests re-submitted after the second deadline, are subject to a reduced points penalty.

**25 % Examination 2: Objective Questions and Essay Test.** The second examination will consist of one-half (that is, 50 points) of objective questions and one-half (that is, 50 points) of essay questions. Make-up tests based upon excused absences will be administered at an agreed upon time.

**25 % Assignments – Case Studies and Attendance.** Each student is expected to participate actively in class activities and come to class prepared by keeping up with the assigned readings and completing homework and in-class assignments. Students are not to have more than 3 academic hours of unexcused absence during the semester. Excessive absenteeism (i.e., more than 3 academic hours during the semester) will result in a loss of 5 points per unexcused absence toward the 100 points Assignments and Attendance grade. Fifteen percent (60 points) of the overall course grade is based on class assignments and 10% (40 points) on attendance for a total of 100 points.



25 % Case Analysis – Term paper. Throughout the semester, current human behavior in organization examples will be discussed by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current human behavior in organizations example using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15).

**V. Example Grading Scale**

The evaluation for the course will be determined through examinations, submission of assignments, attendance and the completion of a culminating activity, that is, a case analysis – term paper, as in the following example:

Essay Examination 1 (writing intensive to be revised by students)	100 points
Examination 2 (objective questions and essay questions)	100 points
Class participation and attendance	100 points
Case Analysis – Term Paper	100 points
	<b>Total 400 points</b>

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The final grading scale for the course is:

90	-	100 points	A
80	-	89 points	B
70	-	79 points	C
60	-	69 points	D
0	-	59 points	F

**VI. Undergraduate Course Attendance Policy**

The University expects all students to attend class. Students are not to have more than three academic hours of unexcused absences during the semester. The instructor monitors attendance on a regular basis. Excessive absenteeism (i.e., more than three academic hours of unexcused absences during the semester) will result in a reduced class assignment and attendance grade of 5 points per unexcused absence.

**VII. Required Textbook, Supplemental Books and Readings**

Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Students are expected to be prepared to discuss assigned text chapters, including supportive materials and assigned readings.

**VIII. Special Resource Requirements**

Computer hardware and software needed for analysis will be provided through the PC lab.

IUP has instituted a communication policy regarding email. The policy reads in part:

Indiana University of Pennsylvania provides email services to all students and employees as an official method of communication. Students have a responsibility to read their IUP email accounts, and, if responding to or sending email about IUP business, use their IUP email accounts to do so. The policy can be viewed in its entirety at: <http://www.iup.edu/techzone/email/iupuseofemailpolicy.pdf>

## **IX. Bibliography**

Ashkanasy, Neal M., Celeste P. M. Wilderom and Mark F. Peterson (ed.), Handbook of Organizational Culture & Climate, Thousand Oaks, CA: Sage Publications, 2000.

Barney, Jay and William Hesterly, Strategic Management and Competitive Advantage: Concepts and Cases, (Second Edition), Upper Saddle River, NJ: Pearson Prentice-Hall, Inc., 2008.

Blanchard, P. Nick and James W. Thacker, Effective Training, Systems, Strategies, and Practices, (Third Edition), Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2007.

Buckingham, Marcus, The One Thing You Need to Know: ... About Great Managing, Great Leading, and Sustained Individual Success, New York: Free Press, 2005.

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Daft, R. L., Organization Theory and Design, (Ninth Edition), Mason, Ohio: Thomson/South-Western, 2007. ISBN-10: 0324405421

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**Eberly College of Business & Information Technology**  
**Department of Management**  
**MGMT 428 (Distance Education) (Writing Intensive)**  
**Seminar in Management**  
**3 Credit Hours**  
**Spring Semester 2008**

<b>Instructors:</b>	Frederick J. Slack, Ph.D.	Joette M. Wisnieski, Ph.D.	Stephen W. Osborne, Ph.D.
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<b>Office Hours:</b>	Tues.: 2:45 – 3:45 p.m. Wed.: Noon – 3:00 p.m. Thurs.: 2:15 – 3:15 p.m.	Tuesday: Noon – 1:00 p.m. Wednesday: Noon – 3:00 p.m. Thursday: Noon – 1:00 p.m.	Tues.: 2:45 – 3:45 p.m. Wed.: Noon – 3:00 p.m. Thurs.: 2:15 – 3:15 p.m.

**IMPORTANT**

**This is a distance education section. Since your contact with the instructors is limited to mostly electronic communication, there is a need to pay particular attention to the procedures established in this syllabus. Please read this syllabus in detail as soon as possible and communicate any questions to the instructors in a timely fashion. Common student errors include: improper timing of exams, not submitting assignments/discussions by the due date, not staying current of communications from the instructor, and not developing a routine for regular involvement. Please note procedures related to these issues below.**

**To access the Web course:**

- **Go to [www.iup.edu/webct](http://www.iup.edu/webct)**
- **Your WebCT username, as well as your initial password is the same as your four-character IUP email name (if you have used WebCT before, you must continue to use the password from the past). It is highly recommend that first-time WebCT users reset their passwords.**
- **Should you have difficulty accessing WebCT, please refer to the IT Support Center at [www.iup.edu/itsupportcenter](http://www.iup.edu/itsupportcenter) or email: [it-support-center@iup.edu](mailto:it-support-center@iup.edu)**

**After you have accessed the course on WebCT, please pay particular attention to the Calendar regarding course assignments, discussions, chat rooms, and Examinations.**

## **I. CATALOG COURSE DESCRIPTION**

An integrative course in management. Considers current literature in the field and contemporary issues in management using case studies.

Prerequisite: MGMT 310 Principles of Management. There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.

The Dean's Office of the Eberly College of Business & Information Technology is responsible for monitoring course prerequisites. Students who manage to register for coursework even though they do not have the appropriate prerequisites, will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and adding a different class after the official registration period will not be approved.

The university individual course withdrawal deadline date of **Friday, March 28, 2008**, will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructors noting advisement to the student to postpone withdrawing pending an additional test or assignment.

## **II. COURSE OUTCOMES/OBJECTIVES**

This seminar in management focuses upon the study of complex formal organizations. As an organization theory course, it addresses organizations from various perspectives and foundation disciplines. The course adopts a general systems approach. It is expected that upon successful completion of the course, students will be enabled to:

- 1) isolate various approaches to the study of organizations and discuss an open systems approach to organizations;
- 2) to understand the role that ethics plays in top management;
- 3) differentiate between micro and macro perspectives in the study of organizations;
- 4) discuss various designs for structuring organizations;
- 5) appreciate the importance of appropriate planning, decision making, coordination and communication strategies to assist an organization in accomplishing its goals, and to
- 6) understand how strategies are formulated and implemented for effecting change within organizations.

### **III. DETAILED COURSE OUTLINE**

#### **A. Introduction and Chapter 1: Organizations and Organizational Effectiveness (Week 1: 3 academic hours)**

This chapter discusses organizations, organizational theory, and the importance of organizational design. An organization is a tool for individuals or groups to accomplish goals. An organization creates value at three stages: input, conversion, and output. Organizations exist because people working together to produce goods and services create more value than those working alone. Organizations may exist to increase specialization and the division of labor, to use large-scale technology, to manage the external environment, to economize on transaction costs, and to exert power and control over employees.

#### **B. Chapter 2: Stakeholders, Managers, and Ethics (Week 2: 3 academic hours)**

This chapter examines the role that managers and stakeholders play in the organization. Every organization has two main groups of stakeholders: (1) inside stakeholders — shareholders, managers, and the workforce; and (2) outside stakeholders — customers, suppliers, the government, trade unions, local communities, and the general public. Although stakeholders have competing interests, an organization must minimally satisfy them all. Satisfying stakeholders creates problems due to competing goals, allocating rewards, and choosing a time frame to measure effectiveness. Difficulties arise in measuring organizational effectiveness even if stakeholders have shared goals. An organization must select the best way to achieve goals. Agency theory explains the relationship between top management and the board of directors. Ethics and ethical behavior is discussed, including the sources of ethics, moral hazard, and how to create an ethical organization.

#### **C. Chapter 3: Managing in a Changing Global Environment (Week 3: 3 academic hours)**

An organization's domain includes its goods and services, and its customers. An organization must cope with forces in the specific and general environments. Specific environmental forces include outside stakeholder groups that directly impact the ability to obtain resources: customers, distributors, unions, the government, competitors, and suppliers. General environmental forces include: economic, international, technological, demographic and cultural, political, and environmental forces. Complexity, dynamism, and richness determine the extent of environmental uncertainty. A simple, stable, rich environment has some uncertainty, but a complex, dynamic, poor environment is highly uncertain. The global marketplace makes the environment highly uncertain.

**D. Chapter 4: Basic Challenges of Organizational Design (Week 4: 3 academic hours)**

This chapter addresses four challenges of organizational design: (1) determining the level of differentiation, (2) deciding how to coordinate activities, (3) determining who will make decisions, and (4) deciding how tightly the organization will control employee activities.

**E. Chapter 5: Designing Organizational Structure: Authority and Control (Week 5: 3 academic hours)**

To protect shareholders goals, managers must constantly analyze organizational structure. This chapter examines the vertical dimension of structure — the hierarchy of authority created to control an organization's members. The chapter outlines Max Weber's six principles of bureaucratic structures and reviews the advantages of bureaucratic structure. Authority should be based on rational legality, clearly defined roles, competence, and rules. A bureaucratic structure controls interactions among organizational members, reduces transaction costs, provides stability, and increases core competences.

**F. Chapter 6: Designing Organizational Structure: Specialization and Coordination (Week 6: 3 academic hours)**

Company tasks are organized to provide customers with goods and services. The functional structure stands as the foundation of horizontal differentiation by creating a division of labor that leads to core competences. Functional structures face control problems as an organization grows and becomes more complex: lack of communication, inability to measure performance, and lack of customer responsiveness. To resolve these issues, a company adopts a more complex structure by increasing vertical differentiation, horizontal differentiation, and integration. The source of control problems, the product, geography, or the customer, determines the type of structure. Three product structures (product division, multidivisional, and product team) are discussed, highlighting both advantages and disadvantages. The geographic structure and the market structure are examined with their advantages and disadvantages.

**G. Chapter 7: Creating and Managing Organizational Culture (Week 7: 3 academic hours)**

This chapter examines organizational culture, which includes ethics. Organizational culture controls behavior and plays a role in organizational effectiveness. Organizational culture is the set of values that controls behavior, determines how organizational members interpret the environment, and helps achieve a competitive advantage. An organization has two types of values: terminal and instrumental. Members learn values indirectly or through a formal socialization process. Van Mannen and Schein's model of socialization tactics distinguishes between institutionalized and individualized role orientations. For newcomers to develop an institutionalized orientation, company tactics include: collective, formal, sequential, fixed, serial, and divestiture. For an individualized orientation,



company tactics include: individual, informal, random, variable, disjunctive, and investiture. Cultural values are transmitted through stories, ceremonies, language, and four rites: passage, integration, enhancement, and degradation.

**H. Chapter 8: Organizational Design and Strategy in a Changing Global Environment**  
(Week 8: 3 academic hours)

Strategy is an action plan for developing core competences to reach long-term goals and gain a competitive advantage. Core competences stem from specialized resources possessed by functional personnel, organizational resources, and coordination abilities. Strategies that create value and achieve competitive advantage are formulated at four levels: functional, business, corporate, and global.

**I. Chapter 9: Organizational Design, Competencies and Technology**  
(Week 9: 3 academic hours)

Technology is the combination of skills, abilities, machines, computers, and other tools used to transform inputs into outputs. Technology exists at three levels: individual, functional, and organizational. It creates value and increases effectiveness at all three stages: input, conversion, and output. The external resource approach uses technology to help manage and control outside stakeholders. The internal systems approach uses technology to increase innovation and reduce design and production time. The technical approach uses technology to improve efficiency and quality while reducing costs.

**J. Chapter 10: Types and Forms of Organizational Change** (Week 10: 3 academic hours)

This chapter examines organizational change, including technological change. Technological change requires that organizations learn how to manage the innovation process. Organizational change is defined as the process by which organizations reach desired goals. Planned organizational change creates value for stakeholders.

Several forces for change plus resistances to change are examined. The major forces for change are competitive, economic, political, global, demographic, social, and ethical forces. The major resistances to change at the organizational level are structure, culture, and strategy. Resistances at the functional level are differences in subunit orientation and power and conflict struggles. Resistances at the group level are norms, cohesiveness, and groupthink. Resistances at the individual level are cognitive biases, uncertainty and insecurity, selective perception and retention, and habit.

**K. Chapter 11: Organizational Transformations: Birth, Growth, Decline and Death**  
(Week 11: 3 academic hours)

This chapter considers how to manage the organizational life cycle and respond to various problems. A firm can adjust its strategy and structure to respond to problems. A life cycle is defined as a predictable series of stages that organizations experience. The four major

stages are birth, growth, decline, and death. The institutional theory of growth proposes that organizations grow as they satisfy stakeholders. Coercive isomorphism, mimetic isomorphism, and normative isomorphism are explained, and the disadvantages of isomorphism are considered.

**L. Chapter 12: Decision Making, Learning, Knowledge Management, and Information Technology (Week 12: 3 academic hours)**

This chapter examines decision-making and organizational learning. Organizational decision-making is the problem-solving process that searches for a solution to create value for stakeholders. Programmed, or routine, decisions are distinguished from non-programmed decisions. Organizational learning is the process of seeking new ways to increase effectiveness. Explorative learning is distinguished from exploitative learning. Organizational learning has four levels: individual, group, organizational, and inter-organizational. Promoting learning at each level and the effect of structure and culture are considered.

**M. Chapter 13: Innovation, Entrepreneurship, and Creativity (Week 13: 3 academic hours)**

This chapter examines innovation and creativity. This is the process of developing new products, services, or procedures to better serve the needs of customers. Innovation brings about technological change. Quantum technological change, which results in quantum innovations, is distinguished from incremental technological change, which results in incremental innovations. Incremental innovations build on quantum innovations.

**N. Chapter 14: Managing Conflict, Power, and Politics (Week 14 – 3 academic hours)**

This chapter examines conflict, power, and politics in the organizational setting. Although stakeholders cooperate to contribute resources, they compete for resources. Conflict arises when one group pursues its goals at the expense of another. Research shows that some conflict is good to overcome inertia, but beyond a certain point, conflict hurts organizational effectiveness.

**IV. EVALUATION METHODS**

The final grade for the course will be determined as follows:

Essay Examination 1 ( <b>writing intensive – case studies – to be revised by students</b> )	100 points
Examination 2 (objective examination 100 questions)	100 points
Online participation (10 Case Analysis Assignments/Discussions at 10 points each)	100 points
<b>Final Case Analysis – Term Paper</b>	100 points
	<b>Total 400 points</b>

**Seventy-five percent of the final course grade is based upon writing.**

## **Examinations**

There will be one 100-point writing intensive examination during the semester. The writing intensive exam will be reviewed by the instructor and returned electronically to students for revision and re-submission.

**Essay Exam 1 – Case Studies (writing intensive) (Chapters 1 – 4) is to be submitted electronically to the instructor by Friday, 2-8-08, at 11:55 p.m. (E.S.T.) Following review by the instructor, the Essay Exam will be returned electronically to students by Monday, 2-18-08. Students are to revise the Essay Exam response and return the revised response electronically to the instructor by Monday, 2-25-08.**

There will be one 100-point objective examination during the semester. The objective examination will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

**Students will be allocated two and one-half hours (approximately 150 minutes) to the objective exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:**

- **Exam 2 (Chapters 5 – 8) starts at 6 p.m. (E.S.T.) Wednesday 3-5-08, and ends at 11:55 p.m. (E.S.T.) Thursday, 3-6-08.**

**Students are to complete the objective exam only once. The icon may indicate that the test can be accessed twice, however, this pertains to those students who may inadvertently become disconnected from the website while they are completing the exam.**

## **Case Analysis Assignments/Discussions**

A variety of topics and case studies will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten case analysis assignments/discussions with each case analysis assignment/discussion being worth 10 points. All case analysis assignments and discussions will be initiated by the instructor.

**Typically, the length of a completed case analysis assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.**

Students earn grades on Case Analysis Assignments/Discussions by (1) submitting a completed case analysis assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the case analysis assignment period or within 24 hours after the case analysis assignment submission deadline. That is, students may comment on other case analysis assignment submissions during the case analysis assignment period and also

may comment on case analysis assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the case analysis assignments/discussions is 24 hours longer than the case analysis assignment submission period.

The way to earn a total of 10 points on a given case analysis assignment is by submitting a thorough case analysis assignment and by commenting on the submission of at least one other student in the course by replying to the case analysis assignment within the case analysis assignment/discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

### **Final Case Analysis – Term Paper (Culminating Activity)**

Throughout the semester, current organizational examples will be discussed by referring to the text and recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current organizational example using a framework provided in the text. The case analysis – final term paper is to be approximately 10 – 15 pages in length and is to be submitted electronically by the last day of the semester, Thursday, May 8, 2008.

## **V. EXAMPLE GRADING SCALE**

The final grade for the course will be determined as follows:

Essay Examination 1 ( <b>writing intensive-case studies- to be revised by students</b> )	100 points
Examination 2 (objective examination 100 questions)	100 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
Case Study – Term Paper	100 points
	<b>Total 400 points</b>

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

## **VI. UNDERGRADUATE COURSE ATTENDANCE POLICY**

As a distance education course, students are to participate through the submissions of Assignments and Discussions during regularly scheduled time periods. Assignments and Discussions (earning a maximum of 10 points) submitted after the scheduled time period will be subject to a two point reduced score for each day in which the Assignment or Discussion has not been submitted. Examinations and Essays (earning a maximum of 100 points) not submitted prior to the regularly scheduled deadline will be subject to a 10 point reduced score for each day in which the Examination or Essay has not been submitted.

## **VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS**

### **Required Textbook**

Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Students are to monitor (on a regular basis) the Calendar provided on the WebCT course site for email messages and Assignments and Discussions. Students are expected to be prepared to discuss electronically, assigned text chapters, including supportive materials available on WebCT, and assigned readings.

## **VIII. SPECIAL RESOURCE REQUIREMENTS**

Routine access to computer hardware and software is needed for participation in this online course.

In addition to information provided on WebCT, students may access the chapter powerpoint handouts on the IUP I Drive by accessing: I Drive, fslack, Spring 2008 MGMT 428 or wisnie, Spring 2008, MGMT 428, or Osborne, Spring 2008, MGMT 428.

To access the I: Drive you will need to visit, [www.acad.iup.edu](http://www.acad.iup.edu) and follow these steps:

1. Click on the I: Drive option.
2. Once the Log On popup displays, in the space where it requests User name, enter in IUPMSD\your IUP user ID – usually four letters. Then enter in your network Password.

Should you require additional assistance to access the I Drive, please contact:

IT Support Center

(724) 357-4000

Monday – Friday, 7:00 a.m. – 6:00 p.m.

Email: [it-support-center@iup.edu](mailto:it-support-center@iup.edu)

Website: [www.iup.edu/itsupportcenter](http://www.iup.edu/itsupportcenter)

## **IX. BIBLIOGRAPHY**

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## Spring Semester 2008 – Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction	--
Week 2	Organizations and Organizational Effectiveness Stakeholders, Managers, and Ethics	Chapter 1 Chapter 2
	1. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 1-23-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-24-08	
Week 3	Managing in a Changing Global Environment	Chapter 3
	2. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 1-30-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-31-08	
Week 4	Basic Challenges of Organizational Design	Chapter 4
<b>End of Week 4</b>	<b>Essay Exam 1 (writing intensive)</b> <b>Essay to be submitted by 11:55 p.m. (E.S.T.) Friday, 2-8-08</b>	<b>Chapters 1 – 4</b>
Week 5	Designing Organizational Structure: Authority and Control	Chapter 5
	3. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 2-13-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-14-08	
	<b>Essay Exam 1 returned to students by Monday, 2-18-08 for student revisions</b>	
Week 6	Designing Organizational Structure: Specialization and Coordination	Chapter 6
	4. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 2-20-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-21-08	
	<b>Revised Essay Exam 1 to be re-submitted by students by Monday, 2-25-08</b>	
Week 7	Creating and Managing Organizational Culture	Chapter 7
	5. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 2-27-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-28-08	
Week 8	Organizational Design and Strategy in a Changing Global Environment	Chapter 8
<b>End of Week 8</b>	<b>Exam 2 (Objective examination 100 questions)</b> <b>Exam 2 becomes available after 6 p.m. (E.S.T.)</b> <b>Wednesday 3-5-08, and is to be completed by 11:55 p.m. (E.S.T.)</b> <b>Thursday, 3-6-08</b>	<b>Chapters 5 – 8</b>



**Spring Semester 2008 – Tentative Course Schedule  
(continued)**

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
<b>3/10-3/16</b>	<b>Spring Break</b>	<b>No On-line Activities</b>
<b>Week 9</b>	<b>Organizational Design, Competencies and Technology</b> 6. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 3-19-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 3-20-08	<b>Chapter 9</b>
<b>Week 10</b>	<b>Types and Forms of Organizational Change</b> 7. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 3-26-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 3-27-08	<b>Chapter 10</b>
<b>Week 11</b>	<b>Organizational Transformation: Birth, Growth, Decline and Death</b> 8. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 4-2-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 4-3-08	<b>Chapter 11</b>
<b>Week 12</b>	<b>Decision Making, Learning, Knowledge Management, and Information Technology</b> 9. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 4-9-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 4-10-08	<b>Chapter 12</b>
<b>Week 13</b>	<b>Innovation, Entrepreneurship, and Creativity</b> 10. Case Analysis Assignment/Discussion starts at 6 p.m. (E.S.T.) Wed., 4-16-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 4-17-08	<b>Chapter 13</b>
<b>Week 14</b>	<b>Managing Conflict, Power and Politics</b>	<b>Chapter 14</b>
<b>Finals Week</b>	<b>Final Case Analysis – Term Paper (Culminating Activity)</b> Case Analysis is to be submitted by 11:55 p.m. (E.D.T.), Thursday, 5-8-08	<b>Chapters 9 – 14</b>

**MGMT 428 Seminar in Management (writing intensive) Lesson Plan  
Chapter 2 Stakeholders, Managers and Ethics Week 2 (3 academic hours)**

**Course Objective 2:** For students to understand the role that ethics plays in top management

[Distance Education will be utilized in this chapter to meet the following course objective: **(Course Objective 2:** It is expected that upon successful completion of the course, students will be enabled to understand the role that ethics plays in top management. This objective will be met by students through (a) an understanding of **Chapter 2, Stakeholders, Managers, and Ethics**, (b) accessing outside internet information sources related to ethics and recent corporate ethical dilemmas, and (c) by successful completion of an Assignment and Discussion related to *Ethical Stances at Johnson & Johnson and Dow Corning*, as indicated on page 4 of this lesson plan.)]

## **CHAPTER 2 STAKEHOLDERS, MANAGERS, AND ETHICS**

### **STUDENT CHAPTER LEARNING OBJECTIVES**

1. To appreciate that an organization has a number of stakeholder groups, such as shareholders, employees, local communities, and unions. (2.1)
2. To examine difficulties in meeting stakeholders' goals: competing goals, allocating rewards, and long-term effectiveness. (2.2)
3. To review and examine how top management is structured, and the role of authority in making decisions (2.3).
4. To understand agency theory, and how it explains the relationship between top management and the board of directors (2.3).
5. To understand the role that ethics plays in top management (2.4).
6. To examine how to create an ethical organization (2.5).

### **CHAPTER SUMMARY**

This chapter examines the role that managers and stakeholders play in the organization. Every company has two main groups of stakeholders: (1) inside stakeholders—shareholders, managers, and the workforce; and (2) outside stakeholders—customers, suppliers, the government, trade unions, local communities, and the general public. Although stakeholders have competing interests, an organization must minimally satisfy them all. Satisfying stakeholders creates problems due to competing goals, allocating rewards, and choosing a time frame to measure effectiveness. Difficulties arise in measuring organizational effectiveness even if stakeholders have shared goals. An organization must select the best way to achieve goals. Agency theory explains the relationship between top management and the board of directors. Ethics and ethical behavior is discussed, including the sources of ethics, moral hazard, and how to create an ethical organization.

## CHAPTER OUTLINE

### 2.1 Organizational Stakeholders

Organizations create value for stakeholders—those with an interest, claim, or stake in the organization. Stakeholders are motivated to participate in an organization if they receive inducements or rewards that exceed their contributions. Organizational stakeholders include inside and outside stakeholders. (Table 2.1)

### 2.2 Organizational Effectiveness: Satisfying Stakeholder's Goals and Interests

Organizations are coalitions of stakeholders who bargain to balance inducements with contributions. An organization must *minimally* satisfy the interests of *all* stakeholders who often have conflicting goals. To win stakeholder approval, the organization faces the problems of competing goals, allocating resources, and balancing short- and long-term goals.

### 2.3 Top Managers and Organizational Authority

Shareholders are the legal owners of the corporation, and they are represented by a board of directors, who act as trustees. The board has the legal authority to hire, fire, and discipline top management. However, the responsibility of using organizational resources to create value is delegated to managers. Authority is the power to hold people accountable for what they do. Figure 2.1 shows the reporting relationships of a large company.

#### An Agency Theory Perspective

Agency theory is useful for understanding the relationships between various levels of management. A relationship exists when one party (the principle) delegates decision making authority or control to another (the agent). The agency problem is that of accountability, both because one party may have more information than the other, but also the parties may have different goals.

### 2.4 Top Managers and Organizational Ethics

Ethics are the moral principles or beliefs about what is right or wrong. These principles help guide managers when the best course of action is not clear, or when different stakeholders have different needs. An ethical dilemma is the quandary people find themselves in when they have to decide if they should act in a certain way.

## Assignment and Discussion for Chapter 2

*Ethical Stances at Johnson & Johnson and Dow Corning*, at the end of Chapter 2, page 53.

This case compares the ethical situations that these two organizations face with regards to problems that they had with their products, and the ethical situations they faced regarding what to do about the problem.

Read the case: *Ethical Stances at Johnson & Johnson and Dow Corning*, at the end of Chapter 2, page 53. Assignment #2 is to answer the following question and to discuss the assignments of other students in the course.

Assignment 2 Question: Why did the managers at the two organizations have different ethical stances towards their customers?

[Student Hint: go to J&J's Web site ([http://www.jnj.com/our\\_company/our\\_credos/index.htm](http://www.jnj.com/our_company/our_credos/index.htm)) and look at its Code of Ethics) In addition go to Dow Corning's Website and review its stated position at (<http://www.dowcorning.com>).]

Assignment 2 is to be submitted beginning Wednesday, January 23, 2008, 6:00 p.m. (E.S.T.) and is to be completed prior to Thursday, January 24, 2008, 11:59 p.m. (E.S.T.) Discussions may take place beginning Wednesday, January 23, 2008, 6:00 p.m. (E.S.T.) and are to be completed by Friday, January 25, 2008, 11:59 p.m. (E.S.T.)

Assignment/Discussion #2 is worth 10 points toward the total Assignments/Discussions score of 100 points. After you have submitted an assignment, please reply to, and discuss, the assignments of other students. You may reply to more than one student's assignment, however, only a total of ten points may be earned for the Assignment/Discussion #2.

*Instructor Notes and Feedback to be provided to Students: It is clear from looking at J&J's credo that they really focus on stakeholders and making ethical decisions. The credo can be viewed at [http://www.jnj.com/our\\_company/our\\_credos/index.htm](http://www.jnj.com/our_company/our_credos/index.htm). In contrasting the stance, at Dow Corning, the management behavior seemed "out of character." What this shows is that organizations must put forth effort to manage ethically, it does not just come naturally to so called "good managers." Johnson and Johnson does this, and this is illustrated quite well by their credo.*