Title: Business Policies, Operations, and Organizations

I. General Information

Course Number: Mgmt 500
Title: Business Policies, Operations, and Organizations
Units: 3.0 credits
Prerequisites: MBA Standing
Course Coordinator: Sal Kukalis
SCO Prepared by: Sal Kukalis
Date prepared/revised: February, 2011

II. Catalog Description

Theory and philosophies of administrative organizations systems, information systems, management functions, decision making, strategy and policy formulation, operations planning, and control systems.

III. Curriculum Justifications

The word manager tells us that a fundamental responsibility of the job is to successfully manage people and organizations. People are selected, rewarded and if incapable fired, for their skills as managers in every industry and sector of society. Yet despite the importance, surprisingly few people are accomplished managers, and career derailment because of management failure happens at every level – from first-line supervisors to CEOs. This course is designed to help management students develop and sharpen their understanding of how to become a good manager. In general, academics and practitioners of management agree that to be a good manager depends on a person's ability to integrate three essential activities: gaining in-depth knowledge about management, gaining management skills (e.g. leadership skills, planning and organizing skills, etc.), and practical experience. This course is designed to be an introduction to management. It is intended as a survey course in which students will be introduced to many management concepts. Students
will learn why organizations are managed, structured and controlled as they are. The course will present the functions and activities of managers and examine how the decisions made by managers often determine whether or not an organization will succeed or fail. This course emphasizes that “business ethics” is not an oxymoron, and that managers are faced daily with ethical dilemmas and decisions. This course will cover theory and philosophies of administrative organization systems, management functions, decision-making, strategy and policy formulation, operations management and control systems.

IV. Course Objectives

The primary objective of this course is to develop the conceptual framework and the analytic skills to understand a wide variety of managerial issues related to how to become a good manager. The specific objectives of this course are as follows:

- **Critical Thinking Skills:** Students will develop their critical thinking skills through mastering managerial decision-making processes in a variety of organizational settings through the case-study method and simulation models.

- **Interpersonal, Leadership, and Team Skills:** Students will develop the appreciation of the importance of teamwork, interpersonal and leadership skills in an organizational setting. Students will be able to demonstrate the interpersonal, leadership and team skills through team projects involving case analysis and field studies of different management processes.

- **Business Functions Skills:** Students will be able to demonstrate that a successful manager requires a close cooperation and understanding of all business functions of the enterprise ranging from operational planning to strategic management.

- **Quantitative & Technical Skills:** Students will acquire the necessary quantitative and technical skills enabling them to analyze and interpret complex managerial decisions and understand their effects on managing a successful organization. Students will be able to demonstrate these skills through examining issues involving risk management, operations management, and strategic management through course assignments like case analysis, field studies and experiential exercises.

The specific objectives of this course involve the following:

1. Introducing students to basic concepts/theories and functions of management.
2. Understanding the challenges that managers face in carrying out their managerial roles.
3. Developing the ability to not only better lead but value and appreciate the influence of different organizational settings (e.g., culture) on management.
4. To acquire familiarity with the principal concepts, frameworks, and techniques of operations management.
5. To develop students’ capacity as managers in terms of
   - An appreciation of the work of the manager,
   - The ability to view business problems from management perspective,
   - The ability to develop original and innovative approaches to managerial decision making.

V. Outline of Subject Matter

The topical outline for the module is the following:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview</td>
<td>Hitt et al., /Merdeith et al.</td>
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<td>2</td>
<td>The Nature of Management</td>
<td>Hitt,</td>
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<td></td>
<td>Assessing External Environments</td>
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<td>3</td>
<td>Managerial Ethics and Corporate Social</td>
<td>Hitt,</td>
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<td></td>
<td>Responsibility</td>
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<td>4</td>
<td>Managing Diverse Human Resources</td>
<td>Hitt, Merdeith</td>
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<td></td>
<td>Supply Chain Management</td>
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<td>5</td>
<td>Operational planning</td>
<td>Hitt, Merdeith</td>
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<td></td>
<td>Managing Quality</td>
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<td>6</td>
<td>Strategic Planning</td>
<td>Hitt</td>
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<tr>
<td>7</td>
<td>Operations management</td>
<td>Merdeith, Hitt</td>
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<td></td>
<td>Leadership</td>
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<td>8</td>
<td>Organizational structure and Design</td>
<td>Hitt</td>
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<td>9</td>
<td>Individual and Group Decision Making</td>
<td>Hitt/Merdeith</td>
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<td></td>
<td>Managing Capacity and Scheduling</td>
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<td>10</td>
<td>Communications and Negotiation</td>
<td>Hitt</td>
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<td></td>
<td>Motivation</td>
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<td>11</td>
<td>Managerial Control</td>
<td>Hitt, Merdeith</td>
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<tr>
<td>12</td>
<td>Managing Inventory</td>
<td>Merdeith</td>
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<tr>
<td>13</td>
<td>Organizational Change and Development</td>
<td>Hitt</td>
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<tr>
<td>14</td>
<td>Team Project Presentation</td>
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<tr>
<td>15</td>
<td>Final Examination</td>
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VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Examples of instruction methods for the course include:
   - Class lecture/examples/discussion
   - Individual and team case analysis
   - Written assignments including research projects
   - Individual and team projects
   - Simulations

b) Instructors should use appropriate readings and cases that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Given the diverse nature of the material covered, a custom course pack may be appropriate. The following is illustrative:
   - Readings’ Packet from Harvard Business review and other publication outlets
   - Appropriate cases from Harvard or Ivey school of business

c) Instructors in planning the exams, and other grading procedures, should adhere to the relevant University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.” Examinations must be essay-type and/or problem solving questions and avoid the use of multiple-choice questions.

Suggested Textbooks:
- Meredith, Jack R. and Shafer, Scott M. “Operations Management for MBAs.”

VII. Instructional Policy Requirements

The students are expected to comply with the universally accepted norms of considerate and courteous behavior, and with all University rules and policies found in the current University Catalog, including the Withdrawal Policy and Policy on Cheating and Plagiarism. It will be assumed that the students will adhere to the tenets of academic integrity as articulated in Dean’s Letter on Academic Integrity throughout this course. Instructors may specify their own policies with regard to
plagiarism, withdrawal, absences, etc. as long as these policies are consistent with the above mentioned University polices.

It is expected that all students to attend classes regularly and to be responsible from all materials covered in class, regardless of their attendance. Make-up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of the documents. It is important that the student provides all documentation without special prompting from the instructor. The student should give earliest possible notification of an anticipated excused absence. The students refer to the specific university policy on these issues.

Occasionally adjustments in the course assignments become necessary. The students should be notified about changes, if any, and, whenever possible, they should be consulted in advance about any changes.

**Students with Disabilities:** Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.

**LIST OF SUGGESTED CASES (ALL HARVARD BUSINESS SCHOOL CASES):**

1. “IBM Values and Corporate Citizenship”
2. “Apple Inc in 2010”
4. Skill Corporation
5. Procter & Gamble in the 21 Century (A): Becoming truly Global
7. The Home Depot, Inc.
8. Liz Claiborne and the New Working Woman
9. General Electric Medical Systems, 2002

**LIST OF SUGGESTED READING**

2. No Management Is Not A Profession, (HBR), 2010
3. The New Arsenal of Risk Management, HBR 2008
5. Why Entrepreneurs Don’t Scale?, HBR, 2002
6. The five competitive forces that shape strategy, HB2
7. Are Leaders Portable, HBR 2008
8. How GE Teaches Teams to Lead Change, HBR 2009
9. Connect and Develop: Inside P&G’s new model for innovations, HBR, 2006
10. Meeting the Challenge of Disruptive Change, HBR 2000
11. Discovering Your Authentic Leadership, HBR 2007
12. When Winning Is Everything, HBR 2008
13. The Decision to Trust, HBR 2006