COURSE DESCRIPTION

Management is about getting the right work done well by:

- Implementing processes and practices to develop and deliver competitive advantage and superior performance in innovative and socially responsible organizations -
  - Identifying and communicating the right work to be done,
  - Designing, implementing, monitoring, and improving the flows of work of the organization so the right work is performed effectively and efficiently,
  - Creating a positive, engaging, and productive work environment.
- Developing and using the critical skills that individuals need to know and have in order to: work more effectively with others in organizations, to work well in teams, and to lead teams and organizations successfully -
  - Personal skills (self-awareness, self-regulation),
  - Interpersonal skills (building effective teams, appreciating and mobilizing others),
  - Problem solving and reaching agreement skills.

Introduction to Management (Management 301) focuses primarily on managing the enterprise – implementing processes and practices to develop and deliver competitive advantage and superior performance in innovative and socially responsible organizations. Essential elements of managing the enterprise that are covered in this Management 301 course include: the history and evolution of management principles; strategic management; managing organizational design; designing and developing effective and efficient work processes; managing innovation and growth; managing in a global marketplace; and managing a diverse organization. How managers leverage values, build an engaging and motivating workplace, and manage risk and ambiguity are integrated into the discussions of topics throughout the course.

The Management Skills course (Management 302) primarily focuses on essential personal and interpersonal managerial skills - developing and using the critical skills that individuals need to know and have in order to: work more effectively with others in organizations, to work well in teams, and to lead teams and organizations successfully.

The knowledge and skill-sets of Management developed in these two complementary courses are used routinely by successful managers in organizations and constitute critical learning for business students regardless of their major field of study.

COURSE MATERIALS
The course uses a custom textbook specifically designed for this course. It is not available anywhere other than through Rutgers authorized university bookstores or on-line through McGraw-Hill. It is your responsibility to purchase the book prior to the first class. This is a reading intensive course so you must have and use the book. The book comes with access to McGraw-Hill Connect which will be used for some assignments. TAs can help you learn to use this tool properly if you are not familiar with course textbook on-line support. The textbook support tools will be integrated within Blackboard for easy access.

NOTE: Some of the reading assignments will be posted on Blackboard and will not be included in the textbook.

**Blackboard:** Blackboard is the primary course management tool for this course. It is your responsibility to make sure you have proper access to Blackboard and that your email address forwards any emails originated from Blackboard to you. This is the primary means for communicating to students for this class. Blackboard will contain course announcements, updated syllabi, course assignments, reading materials, information on grades, and other important information. Alternative email addresses will not be added so please make sure your university email address is correct and that your mailbox is not full.

**Clickers:** Interaction with students in the classroom will be facilitated by use of clickers. You are required to have a properly functioning clicker registered in your name and to bring it with you to every class. See Blackboard Course Announcements on how to order the correct clicker for this class.

### LEARNING OBJECTIVES:

Students who successfully complete this course (Management 301) should have an understanding of the critical role of effective enterprise management in the overall successful management of organizations.

By the end of this course, students will:

- Know how to develop and implement the right business strategy for creating competitive advantage and achieving superior profitability – *strategic management*

- Know how to design motivating jobs, groups those jobs into productive work units, and integrate the work units to generate systematic value creation for different competitive situations - *organizational design*

- Know how to develop and manage processes for getting work done effectively and efficiently – *process management*

- Know how to create a work environment that motivates and engages employees to work productively - *managing the context*
• Know how to apply and adapt these management practices in: growing organizations, innovative organizations, global organizations, diverse organizations, and values-based organizations.

PRE-REQUISITES
None.

CLASS ORGANIZATION & ADMINISTRATION

Expectations
Professional conduct is expected at all times:
• Treat all participants in the class with respect
• Arrive on time and avoid early departures
• Use laptops or other technology in the classroom only when appropriate for the activities for that session
• No cell phones, computers, or other electronic instruments or recording devices are to be out or on during class. This policy is strictly enforced.
• Students will be required to bring their “clickers” to each class. Each student may only use their “clicker” registered to their name. These electronic devices will be used to record attendance, class participation, and to record examination answers. The misuse of this technology or use of multiple electronic devices in a means to deceive the instructor concerning attendance or participation will be considered a violation of Rutgers Academic Integrity and Honor Pledge. Misuse will be considered equivalent of cheating on an exam.
• Do not distract others (this is particularly important due to the size and number of students in this classroom). Your cooperation is important for creating an effective learning environment. If you are unable to comply with this expectation you will be asked to leave the classroom.

Students are expected to:
• Spend 2 hours and 40 minutes in class, plus another 5-6 hours per week outside of class completing homework, projects, and studying
• Actively participate in class, which includes both listening and speaking up as appropriate.
• Complete all assignments – including the reading
• Earn their grades throughout the semester

Attendance Policy
In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of the course.

Students missing an occasional class for unverifiable illness or personal circumstances do not require written documentation or verification from the dean. In these circumstances, it is the responsibility of the student to contact their instructor directly. It is up to the instructor to determine if accommodations are warranted to allow students to make up work that counts toward their semester grade. Students should submit in writing an excuse for their absence from the class. The instructor will determine on a case by
case basis if the accommodation is warranted. After the first absence it recommended that all future absences be verified by a note from the dean.

Students should obtain a note from their dean to authenticate an extended absence that is supported by appropriate documentation. If properly notified by the student with a note from the Dean of authenticated absences the instructor will make reasonable accommodations to allow students to make up work that counts toward their semester grade.

Each unexcused absence is a 1 point reduction of the student’s class participation grade.

Students who miss eight or more sessions for any combination of excused and unexcused absences will not earn credit in this course and will fail.

In addition, students are expected to arrive to class on time. Every three late arrivals will count for one unexcused absence. Please notify me in advance if you have any foreseeable absences, tardiness, or if you need to leave early.

Absences due to religious observance, participation in university-sponsored events or activities such as intercollegiate athletics, or documented chronic illness are treated as authenticated absences and do not result in a reduction in the class participation grade. Authenticated absences, however, do not waive the overall policy for attendance. Students who must, for any reason, miss more than an occasional class should consult with the instructor in advance to discuss the implications on their ability to achieve the learning objectives and to earn a high grade in the course.

It is the policy of the Rutgers University not to cancel classes on religious holidays. For information on the cancellation of classes due to inclement weather, see the campus operating status.

Class Participation:
Students are expected to come prepared to contribute to every class. Preparation includes reading the assigned chapters and preparing any assignments. Participation requires timely attendance for all classes and contributing to class discussion in a constructive/respectful manner. Students may be randomly called upon to discuss an assigned topic during class so be prepared. The use of automated devices to provide input during class is an integral part of the learning process for this course. Students are expected to make proper use of these devices and to effectively engage in class exercises that utilize these learning tools. Submission of electronic responses will be evaluated as part of the class participation grade.

Research Participation:
Students have the choice to participate in RBS Behavioral Lab Studies or write a research paper.

Quizzes:
In-class, unannounced quizzes will be given periodically covering the assigned material for that class session. Quizzes will generally be worth 2-3 points each. You must have your clicker to participate and receive credit for a quiz.

Homework Assignments:
There will be weekly homework assignments that cover the readings. This multiple choice assignments will be available through blackboard. You are expected to complete these assignments on your own without assistance or in collaboration with other students.
Mid-Term Exam:
The first exam will cover material covered in class and in the textbook prior to the exam.

Final Exam:
The final exam will include primarily material covered since the mid-term exam however it may also include some key concepts covered from the beginning of the course.

Required Participation in Academic Research Studies
To help facilitate the research of RBS faculty members across various disciplines (e.g., marketing, supply chain, management, finance), and ultimately, the reputation of RBS itself, a few departments have started to require student participation in research as part of course requirements in selected classes.

Presently, RBS—Newark and New Brunswick uses an online program (Sona) that expedites the process of recruiting, signing up, and granting credit to students for participating in surveys and studies conducted by the faculty for the purposes of academic research. The program provides an easy online method for you to sign up for research studies, keep track of the studies you have completed, and view how many credits you have earned so far. You can access the system online at any time, from any computer with a standard web browser. By participating in studies conducted by RBS professors, you can learn first-hand how academic research studies in business are conducted, you can contribute to the advancement of the field, and you can meet your classroom requirements. Whenever a new set of sessions (i.e., participation slots for studies) have been posted, an announcement will be made on the course Blackboard site.

Participation in research projects will constitute 2 points of your grade in this course. One point of credit will be granted for every hour of research that you participate in. To fulfill your course requirement, once research sessions are posted on Sona, you will need to log in to the Sona system to sign up for a specific day and time that you agree to show up and participate. By signing up, you agree to show up for this session and plan to stay for one full hour. This will earn you 1 point of research credit. Every student enrolled in this course must participate in 2 hours of behavioral research. Students that fail to complete their behavioral lab research requirements (time in the lab or an alternative assignment, described in detail below) before the end of the semester will receive an incomplete for their course grade. Students’ grades will be altered once their research requirement has been fulfilled.

If you are unable to show up for a study you sign up for, you may cancel 24 hours in advance online, and will not be penalized. If you do not cancel in advance (via the online system), you will be given a warning. The second time you fail to cancel your appointment (24 hours in advance), your Sona account will be blocked. Students with blocked Sona accounts may no longer participate in behavioral lab research. To fulfill their course requirements, students must participate in the alternative assignment. If you cancel in advance, there is no penalty. Additionally, if you would like to participate in a study but the Sona system shows no availability, you can show up and try to get in on “stand-by.” In other words, if someone does not show up and we have extra room, then we will take students on stand-by. This will occur on a first come, first serve basis. This spring, the last day of behavioral research will be November 22, 2013 (Dates are subject to change).

If you do not wish to participate in a behavioral research study, you may elect to do an optional alternative assignment instead of participating in studies. You will be required to complete an alternative writing activity involving library research by which you can earn the same amount of research credit in approximately the same amount of time as research participation. Students interested in fulfilling their lab requirement through the alternative assignment must notify the instructor by October 15, 2013. The alternative paper must be submitted by email to the behavioral lab no later than 5:00 pm on December 2,
2013 to the address behavioral.lab@business.rutgers.edu in care of Tracy Rank-Christman. Papers handed in after this deadline will NOT be accepted for credit. You should receive a confirmation email within 48 hours of submission. If you do not, please follow up with the lab coordinator to check that your submission was received. For a complete list of lab rules and polices, please visit the RBS behavioral lab webpage (http://business.rutgers.edu/rbl).

Activating your SONA account
To set up an account on Sona and sign up for sessions, please use the link below. If you already have a Sona account through the RBS, please continue to use the one you have (though you will need to make sure to update the list of classes you are enrolled in every semester): http://rutgersbusiness.sona-systems.com

When you create your Sona account (or log in for the first time that the semester), please note that you must specify the class you are enrolled in. If you are enrolled in more than one class, select all of those classes. Please register carefully to ensure that you are receiving credits for your time in the correct classes.

Signing Up for Studies
• Sign up for studies by logging on your Sona account. You will be able to see the upcoming studies offered. There will be a list of timeslots where you will be able to select the available dates and times for your studies.
• After you find an experiment with the timeslot you want to participate in, click "Sign Up" and wait for a confirmation to show that you are registered for that experiment. When you receive the confirmation page, please write down the time, date, and location.
• Please arrive 10 minutes early at the appointed time and place. All studies require your physical presence and take place in the RBS Behavioral Lab on the 5th floor of 1 Washington Park. If you cannot make a study, please cancel your appointment on Sona at least 24 hours prior to the start of the study. Failure to cancel so will result in an unexcused "no show" for your attendance.

If you have any questions regarding any of the information above, please contact the RBS Behavioral Lab at behavioral.lab@business.rutgers.edu

**FINAL GRADE ASSIGNMENT**

Grades for this class will be based on the following point system:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>13</td>
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<tr>
<td>Research Participation</td>
<td>2</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>15</td>
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<tr>
<td>Mid-Term Exam</td>
<td>35</td>
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<tr>
<td>Final Exam</td>
<td>35</td>
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<td><strong>Total</strong></td>
<td>100</td>
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There is no grading curve in this class. There is no pre-determined grade distribution.
Grading will be as follows:
A  = 92 – 100 points
B+ = 87 – 91.99
B  = 82 – 86.99
C+ = 77 – 81.99
C  = 70 – 76.99
D  = 60 – 69.99
F  = < 60

Management (29:620:301)

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Sep 9</td>
<td>Introduction to Management</td>
<td>Conf, Board Study (BB) HBR – History of Ideas, The Management Century, Nov 12 HBR - Does Management Really Work?, Bloom, Sadun, Van Reenen Nov 12</td>
<td>Complete the readings</td>
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<tr>
<td></td>
<td>- Classroom Technology Overview</td>
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<td></td>
<td>- Review Syllabus</td>
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<td>- Conference Board Study</td>
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<td>- Introduce Management</td>
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<td>- Framework</td>
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<td>- History of Ideas, The</td>
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<td>- Management Century</td>
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<td>- Does Management Really Work?</td>
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<td>Sep 16</td>
<td>Strategic Management</td>
<td>Thompson, et al. Chps. 1, 2, &amp; 3</td>
<td>Complete the readings</td>
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<td></td>
<td>- The strategy process</td>
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<td>Complete readings review homework on Blackboard</td>
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<td>- Mission, Vision, goal setting</td>
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<td></td>
<td>- External Analysis</td>
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<td>Sep 23</td>
<td>Strategic Management</td>
<td>Thompson, et al Chps. 4 &amp; 5</td>
<td>Complete the readings</td>
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<td></td>
<td>- Internal Analysis</td>
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<td>Complete readings review homework on Blackboard</td>
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<td>- Strategic Options, Strategy</td>
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<td>- selection</td>
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<td></td>
<td>- Implementing Strategy</td>
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<tr>
<td>Sep 30</td>
<td>Managing Organizational Design</td>
<td>Jones &amp; George Chp. 10, pp. 295-331 Reading by Deborah Dougherty (BB)</td>
<td>Complete the readings</td>
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<td></td>
<td>- Importance of Organizational Design</td>
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<td>Complete readings review homework on Blackboard</td>
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<td></td>
<td>- Grouping tasks into motivating jobs</td>
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<td>Prepare Larry Page’s Google 3.0 for discussion in class</td>
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<td>- Grouping jobs into effective work units</td>
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<td></td>
<td>- Grouping work units into an effective value creating process</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Reference</td>
<td>Additional Instructions</td>
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<td>Oct 7</td>
<td>Managing Organizational Design</td>
<td>Thompson, et al., Chp 11, pp. 316-340</td>
<td>Complete the readings Complete readings review homework on Blackboard</td>
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<td></td>
<td>• Essential processes for integrating work and monitoring progress</td>
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<td>• Integrating and monitoring with culture</td>
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<td>• Integrating and monitoring with strategy</td>
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<td></td>
<td>• Integrating and monitoring with performance evaluation systems</td>
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<td>Oct 14</td>
<td>Performance Management</td>
<td>Thompson, et al., Chp. 11, pp. 316-340, HBR – The Balanced Scorecard, May/ Jun 12</td>
<td>Complete the readings Complete readings review homework on Blackboard</td>
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<td></td>
<td>• Process Management</td>
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<td></td>
<td>• Measurement Systems</td>
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<td></td>
<td>• Performance Improvement (TQM, Six Sigma, Lean)</td>
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<td>Oct 21</td>
<td>Mid – Term</td>
<td>6.20 pm to 7.40 pm</td>
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</table>
| Nov 25 | Values Based Management  
• Corporate Social Responsibility  
• Sustainability  
• Ethical Leadership | Jones & George, Chp. 4, pp. 98-131  
BCG/MIT Sustainability Report (BB) | Complete the readings  
Complete Learn Smart Exercise for Chapter 4. |
| --- | --- | --- | --- |
| Dec 2 | Managing a Motivating Work Context  
• Creating Positive Work Environments  
• Creating an Engaged Workforce  
• Managing Risk, Uncertainty & Ambiguity | HBR May 2007, Amabile & Kramer, Inner Work Life  
BCG Article - The Art of Risk Management | Complete the readings  
Prepare to discuss the Amabile & Kramer article in class |
| Dec 9 | Review & Summary | | |
| Dec 20 | Final (as announced in Newark Campus Final Exam Schedule | 6.20 pm to 9.20 pm | |

ACADEMIC INTEGRITY:

There is a University-wide policy on academic integrity, which will be followed and enforced in this course. Every student is expected to abide by the university’s honor pledge.

The honor pledge will be included on all examinations and assignments with a signature/date line:

“On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.”

Rutgers University policy on academic integrity and honesty applies to all work performed for this class. Tests and individual assignments are to be completed only by the individual student whose name is on the work. Tests will be closed book and notes. Use of websites or other sources that provide test banks or reviews of material in this course other than those authorized by the instructor is strictly prohibited. If there are any questions about conformity to the policy please check with me in advance and check the Rutgers website: http://academicintegrity.rutgers.edu/policy-on-academic-integrity.

Students will need to complete an Acknowledgement of Academic Integrity at Rutgers University. This will be provided through the Blackboard system. Each student will need to acknowledge the following statement:

“I have read the University-wide policy on academic integrity, understand its implications (and have sought clarification of those parts that were unclear to me), and will abide by it.”

STUDENT NEEDS

The Office of Disability Services at Rutgers, The State University of New Jersey provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of

The Office of Disability Services: http://disabilityservices-uw.rutgers.edu/

**Additional Support for your Learning**

*Additional support for the learning process is available from the following sources:*

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**RUTGERS LEARNING CENTER**

http://www.ncas.rutgers.edu/rlc

The Rutgers Learning Center is open to all undergraduate students on the Rutgers Newark Campus. Here are some of the services offered by the RLC:

- Academic Tutoring
- Academic Coaching
- LD/ADD/ADHD SCREENINGS
- Workshops
- Supplemental Instruction

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**PSYCHOLOGICAL AND COUNSELING SERVICES**

http://counseling.newark.rutgers.edu/workshops.php

The Rutgers-Newark Department of Psychological and Counseling Services (Psy A CS) values every student member of the Rutgers-Newark community and is here to help maximize their educational experience. Our belief is that in addition to classroom instruction, the educational process optimally involves the development of the student as a whole person. The goal of PsyACS is to enhance the student's overall educational experience by facilitating their personal, academic and professional growth.

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**CAREER MANAGEMENT SUPPORT**

RBS Newark Undergraduate students have access to two comprehensive career offices, our onsite Office of Career Management (http://www.business.rutgers.edu/undergrad-newark/career-management) and the Rutgers Newark Career Development Center (http://www.ncas.rutgers.edu/cdc), to support student career objectives and successfully compete in today’s competitive marketplace. Both offices strategically collaborate to offer the best possible support to engage employers and prepare students.

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**AGREEMENT TO THE SYLLABUS**

It is the responsibility of each student to read, review and ask questions concerning the syllabus. In the Blackboard system there is an Agreement to the Syllabus assignment that must be completed by each student.
The following statement is contained in the agreement.

\textit{I have read this syllabus, understand its implications (and have sought clarification of those parts that were unclear to me), and will abide by it. I understand that the course professor has the right to make alterations to the class and exam schedule as needed.}

Students must agree that they have read the syllabus before the drop date for the course. Failure to review the syllabus may lead to a half letter grade reduction for the student.