

Management
Course Number: 33:620:301
Course Title: Introduction to Management

COURSE DESCRIPTION

The **Purpose** of Management is to get the *Right Work, Done Well!*

The **Practice** of Management requires:

- Implementing Processes and Practices that identify and deliver superior performance in innovative and socially responsible organizations - (Management 301)
- 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 - (Management 302)

Management 301 focuses on Enterprise Level Management.

Enterprise level management includes:

- Identifying and communicating the “Right Work” to be done,
- Designing, implementing, and monitoring the flows of work of the organization and the work environment so the “Right Work” is performed effectively and efficiently (“Done Well”),
- Continuously pursuing innovation to create new opportunities and to improve existing products/services/capabilities
- Adopting values and practices that enable the firm to responsibly fulfill its obligations to all constituents (customers, communities, employees, business partners, and shareholders)

Essential elements of managing the enterprise that are covered in this Management 301 course include:

1. History and evolution of management principles;
2. Strategic management;
3. Leadership, governance, control, and risk management
4. Managing a positive and productive work environment;
5. Performance Management;
6. Managing growth, innovation, and entrepreneurship
7. Global management;
8. Values-Based management

The knowledge and skill-sets of *Management* developed in these two complementary courses (Management 301 and Management 302) are used routinely by successful managers in organizations and constitute critical learning for all business students regardless of their major field of study.

COURSE MATERIALS

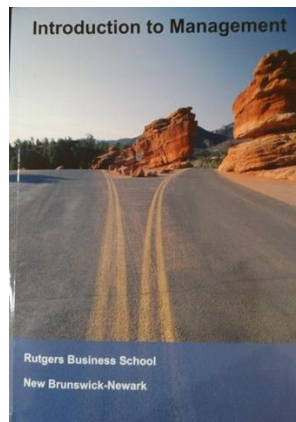
Textbook: **Introduction to Management 33:620:301 Custom Book for Rutgers**
ISBN #: 9781307093346 (Bookstores)

If you buy a used book, make sure it says “New Brunswick Edition” on the cover.

NOTE: New books will say “New Brunswick – Newark”

ISBN #: 9781307093537 (E-version) <http://create.mheducation.com/shop>

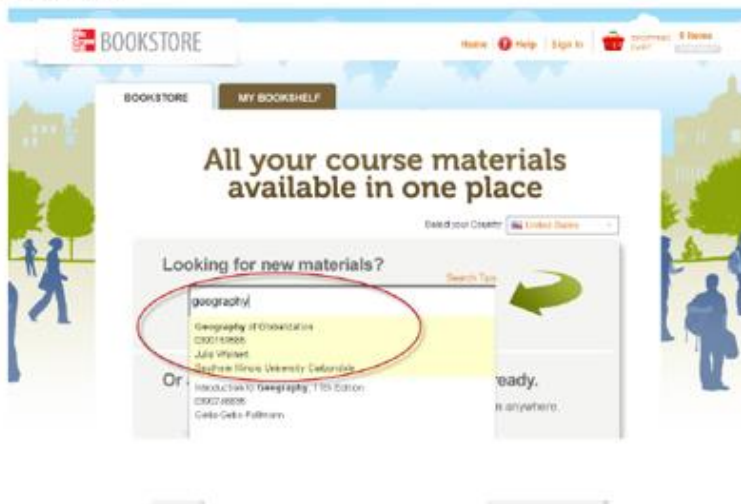
The course uses a custom textbook specifically designed for this course. It is your responsibility to purchase the book prior to the first class.



This is a reading intensive course, so you must have and use the book!
NOTE: Some of the reading assignments may be posted on Canvas and will not be included in the textbook.

How Students Purchase a Create eBook (Credit Card)

STEP 1: Go to <http://create.mheducation.com/shop> and search for and select eBook by Title, ISBN, Author, or State/School



STEP 2: Add the book to your cart and click "Check Out."



- Create an account or sign in.
- Verify order information and place order.
- Your receipt and bookshelf will appear. With purchase, you receive **both** an online eBook and a downloadable eBook.
- **IMPORTANT!** Your VitalSource password will be the same password you chose when you created your eBookstore account.

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Questions? McGraw-Hill Technical Support: 800-331-5094 (prompts 2, 3, 2) - www.mhhe.com/support

CLICKERS: You must have a properly functioning clicker, properly licensed and registered in your name, in order to participate in each session of this course. Quizzes, exams, and attendance are all completed using your clicker. There are two approved clickers

for this course. Prior correct Turning Point clickers used previously in this class will work provided that you purchase a new license and properly register that clicker in your name.

IMPORTANT: You are required to have the correct clicker and purchase a license in your name in order to be eligible to use the clicker in this course. The new clicker (QT2) is shown below on the left and the previous clicker (NXT) is shown on the right.



NOTE: Clickers ordered direct from Turning Point will typically have a 5- day delivery. You will need your clicker on the first day of classes so plan accordingly!!!

Student Store:

The link to the Student Store is located on the dashboard of your Turning Account. To access the store, follow the Account Registration link in Canvas (may be under the “Tools” menu) and when taken to the account creation/login page, create or log into your Turning Account. **Please make sure to use your Rutgers email address.** Once in your Turning Account, you will be able to access the store through the Student Store link on the account dashboard. The custom store allows you to purchase licensure and clicker bundles directly from Turning Technologies. Licenses purchased are immediately applied to your Turning Account, no separate code is necessary.

Clicker Policy:

You must bring a properly registered and functioning clicker to every class session in order to receive class participation points and to be eligible to earn quiz points. If you fail to bring your clicker to class, you can still earn class participation points by notifying the CA’s at the beginning of class and leaving your Rutgers ID card with them. You must be present and actively participate for the entire class session to earn the class participation points. You cannot earn quiz points without having your properly functioning and registered clicker with you during class (no exceptions).

Clicker Licensing and Registration:

Instructions for licensing and registering your clicker will be posted in Canvas under the menu tab “Clickers” in this Canvas course module. Your clicker must be properly licensed and registered in your name both in Turning Point and in Canvas in order for you to be able to use it in the course. You must also purchase the license in order for the clicker responses to be recorded and for you to receive credit for your quizzes and attendance.

LEARNING GOALS AND OBJECTIVES

1. **Knowledge.** Students graduating with a BS degree will have broad understanding of basic business theory and practice and deep understanding of theory and practice within their major field.

Students will demonstrate:

- a. knowledge of current basic concepts in the functional areas of business.
 - b. knowledge of current advanced concepts within their major field and an ability to integrate and apply these concepts to practical business problems*.
 - c. proficiency at using current software tools and information systems to manage business data and address practical business problems.
 - d. ability to apply appropriate quantitative methods to analyze business data, and to apply quantitative modeling techniques to analyze business plans and decisions.
2. **Ethical judgment.** Students graduating with a BS degree will use reasoned and ethical judgment when analyzing problems and making decisions.

Students will demonstrate:

- a. ability to critically evaluate unstructured business decision-making scenarios and develop innovative and ethical solutions.
 - b. recognition of ethical dilemmas in unstructured business decision-making scenarios.
3. **Global perspective.** Students graduating with a BS degree will have the breadth of perspective necessary to succeed in a global and diverse business environment.

Students will demonstrate:

- a. knowledge of the diversity of past and current economic, legal, political, and social structures.
 - b. understanding of the impact of cultural and demographic diversity on business interactions.
4. **Effective Communication.** Students graduating with a BS degree will be effective communicators.

Students will demonstrate:

- a. ability to construct clear, concise, and convincing written business communication.
- b. ability to construct and deliver clear, concise, and convincing oral communication.

Learning Goals for Leadership and Management Majors:

Successful students majoring in Leadership and Management will demonstrate an understanding of the skills and practices used by leaders/managers to:

1. Establish and achieve business goals that are aligned with the organization’s mission

2. Create high-performing organizations through strategic, innovative, entrepreneurial, business improvement, employee engagement, and change initiatives
3. Foster ethical, diverse, inclusive, and socially responsible organizations
4. Effectively lead and manage in a global business environment
5. Collaborate effectively with others at all levels: Individual, dyad, team, organization
6. Develop the self-awareness and self-transformation necessary to become effective managers and leaders

Learning Objectives for This Course:

Students who successfully complete this course will be able to:

- Recognize, identify, and select accurate descriptions of the core elements of enterprise management (strategic management, governance & leadership, managing a positive and productive workplace, performance management, managing innovation and growth, entrepreneurial management, global management, and values-based management)
- Recognize, identify, and select accurate descriptions and/or definitions of concepts, processes, standards, and tools that are key components of each of the core elements of enterprise management
- Design, construct, and apply these concepts, processes, standards, and tools to business situations as well as: evaluate, critique, and collaboratively support the enterprise management application activities of fellow students.

By the end of this course students who regularly participate in classroom and online sessions will have applied enterprise management principles and practices through participation in the following team based exercises:

- Develop a business strategy for creating competitive advantage and achieving superior profitability – *strategic management*
- Design engaging and motivating jobs, group jobs into productive work units, and integrate work units to generate value creation – *managing organizational design*
- Design, evaluate, and improve processes for getting work done effectively and efficiently – *performance management*
- Create a work environment that motivates and engages employees to work productively – *managing an engaged workforce*
- Apply and adapt management practices to operate effectively in: growing organizations, innovative organizations, entrepreneurial organizations, global organizations, diverse organizations, and values-based organizations – *managing global, innovative, diverse, and socially responsible organizations*
- Effectively integrate the above concepts to effectively lead a high-performance organization – *Governance and Leadership*

The content of this course is aligned primarily with the first three learning goals for RBS undergraduate programs. More specifically the course content covers basic concepts applicable to management of an enterprise, ethical judgment, and global perspective. Effective communications are more specifically addressed in the Management Skills course (302) as well as in other elective courses.

PREREQUISITES

See required courses in the course registration system

Expectations:

Professional conduct is expected at all times:

- Treat all participants in the class with respect
- Arrive on time and avoid early departures
- **No cell phones, laptops, or other electronic instruments or recording devices are to be out or on during class. This policy is strictly enforced. Failure to comply with this policy can result in a student being dismissed from the classroom and losing attendance and quiz points for that class.** Only during a couple designated days will you be allowed to use laptops or other technology in the classroom.
- Students will be required to bring their “clickers” to each class. Each student may only use their “clicker” registered in 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 as a means to deceive the instructor/CAs concerning attendance or participation by a student will be considered a violation of Rutgers Academic Integrity and Honor Pledge. Misuse will be considered equivalent to cheating on an exam and will carry severe consequences!**
- 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 these expectations, you will be asked to leave the classroom.

Students are expected to:

- Spend 1 hour and 20 minutes in class per week, plus another 5-6 hours per week outside of class completing online assignments including video lectures, reading assignments, 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**
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ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

In accordance with Rutgers University regulations, **attendance is expected at all regularly scheduled meetings of this course.** <http://policies.rutgers.edu/1027-currentpdf>

In large section classes monitoring of attendance is done electronically. The only excused absences for this course are those which meet the requirements as outlined in Rutgers attendance policy (these include recognized religious holidays, participation as a student athlete as a member of an intercollegiate athletic team, or an extended serious illness documented with, and approved by the dean of students). Only in these situations is it necessary to contact the professor to notify him of your absence. Students missing an occasional class for minor illness or personal circumstances do not require written documentation or verification from the dean. In these circumstances, ***each student is allowed two of these unexcused absences during the semester*** without penalty. These absences cannot be used during exam periods and for classes designated as MANDATORY ATTENDANCE by the instructor. **ABSENCE DUE TO SHORT-TERM ILLNESS REQUIRES USE OF YOUR UNEXCUSED ABSENCES. ABSENCE TO ATTEND INTERVIEWS, CAREER DAYS, CAREER FAIRS, ETC. REQUIRES USE OF YOUR UNEXCUSED ABSENCES. PLAN ACCORDINGLY. NO ADDITIONAL UNEXCUSED ABSENCES WILL BE GRANTED FOR THESE PURPOSES.**

Students requesting an excused absence for an extended serious illness should ask the dean to contact the instructor directly to notify him of the student’s absence and circumstances. If properly notified by the dean of an authenticated absence the instructor will make reasonable accommodations to allow a student to make up work that counts toward their semester grade and will not penalize the student’s attendance or quiz grades for such an approved absence provided that the work is made up to the satisfaction of the professor.

Each unexcused absence over the allowed maximum is a 2-point reduction of the student’s class participation grade. Failure to attend a mandatory session is also a 2-point reduction.

In addition, students are expected to arrive to class on time and to stay until class is completed. ***Any combination of two late arrivals and/or early departures will count for one unexcused absence.*** Again, no notifications are required for late arrivals or early departures. These are covered within the two allowed unexcused absences and will be monitored electronically.

Absences due to religious observance, participation in certain approved university-sponsored events such as intercollegiate athletics, or dean approved extended illness are treated as authenticated, excused absences and do not result in a reduction in the class participation grade or quiz score. Authenticated excused 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 of their absences on their ability to achieve the learning objectives and to earn a high grade in the course. Missing more than a few classes for whatever reason is likely to impact on a student's ability to master the material. A student, regardless of circumstances, must still demonstrate mastery of the course material under exam conditions in order to earn a good or even passing grade.

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.

AGREEMENT TO THE SYLLABUS

It is the responsibility of each student to read, review and ask questions concerning this syllabus. In the Canvas system there will be an Agreement to the Syllabus assignment that must be completed by each student.

The following statement is contained in the agreement.

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 instructor has the right to make alterations to the class and exam schedule as needed.

Students must submit an agreement to syllabus by the posted due date for this assignment or risk being penalized with a reduction of points. A student who has not posted an agreement to syllabus will not be allowed to take any exams in this course and will not be eligible for make-up exams, if offered.

FINAL COMMENTS

This course covers a wide-range of topics and is reading intensive. It is important to stay current with the readings, to view all video lectures, to fully engage in the development of the case study with your team, to attend and engage in the classroom, and to utilize the support tools available with this course including office hours, class email system, etc. Students who follow these guidelines can expect to increase their chances of mastering key concepts and achieving a good grade in this course.

Throughout my career I have had many managers (with varying priorities and styles – and varying levels of success!). I have also managed my own teams, and my thoughts on management have evolved as a result of my experiences. Many students mistakenly believe that management is just “common sense”. The numerous examples of failed management we encounter every day would suggest, then, that the majority of managers must lack common sense. This is not the case; rather, these managers lack the knowledge and training to perform their duties in the correct manner. By learning and applying the concepts and tools covered in this course you can avoid many of the mistakes that derail otherwise successful careers in management. No matter what major you pursue you will likely work for a manager and be a manager at some point in your career. This course will help prepare you for that eventuality and enable you to exercise those skills that will make you a successful manager.

I look forward to your participation in the course.

Sincerely, Professor ()

HYBRID COURSE

This course is designed as a hybrid course. Hybrid courses include both in-class sessions and sessions that are completed by the student online. Each week there is generally scheduled one in-class session and one on-line session. These online sessions are clearly marked in the course session description included later in this syllabus.

IMPORTANT: You must fully complete the video lectures and assignments for the online session before the next scheduled in-class session. This is necessary for several reasons including allowing you time to prepare for your next in-class session. You may complete the online session at any time convenient for you provided it is completed on time. **Failure to complete online sessions on time may result in a reduction of class participation points.**

These online sessions are purposely front-loaded (disproportionately more content delivered early in the course) with less on-line assigned work towards the end of the course. It is important to invest this extra time initially to become familiar with the content of this course.

CANVAS

Canvas is the primary course management tool for this course. It is your responsibility to make sure you have proper access to Canvas and that your email address forwards any emails originated from Canvas to you. This is the primary means for communicating to students for this class. Canvas 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.

GRADING POLICY

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

| | |
|-------------------------------|---|
| Class Participation | 10 points (based on timely attendance, preparation and participation) |
| Quizzes | 10 points NO MAXIMUM LIMIT NOW |
| Team Case | 10 points |
| First Exam | 70 points SEE SECOND EXAM CHANGES |
| Team Project Individual Paper | 4 points |
| Total | 104 points |

Extra credit 1 point if class response rate to the student course survey exceeds 75%

Class Participation:

Students are expected to come prepared to contribute to every class. **Preparation includes reading the assigned material, viewing the lectures, preparing required assignments, as well as bringing your own printed copy of the exercise worksheets.** Participation requires timely attendance for all classes, bringing required class materials, 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 clickers to provide input during class is an integral part of the learning process for this course. **Students are expected to keep their clickers in proper working order, have their clicker tuned to the right channel, have their clickers properly registered in their name in Canvas, to obtain the appropriate license, and to effectively engage in class exercises using these learning tools.** Submission of electronic responses will be evaluated as part of the class participation and quiz grades. In-class exercises should be reviewed and prepared in advance for discussion with your team during class.

Quizzes:

Post spring break – submitting a one-page summary of a study guide based on that week’s assigned lecture and readings prior to the next “live” class will earn 1 quiz point. There are four such opportunities post spring break. THERE WILL BE NO CREDIT FOR LATE SUBMISSIONS!

Team Case Assignment:

During the workshops/group exercises, teams will be developing their business cases. Near the end of the semester **teams will submit a PowerPoint Presentation deck** on their business case to the CAs/professor. See Team Case Assignment instructions in Canvas for more information on this assignment.

First Exam:

The first exam will cover material covered in class and in the textbook prior to the exam. The first exam is generally 50 multiple choice questions that are to be completed in 60 minutes.

Second Exam:

The second exam is cancelled. In lieu of the second exam students’ points earned on the first exam will be doubled. In addition, students can earn an additional 4 points by submitting a two-page analysis of key learnings (management related) from working on the semester long team case project. See specific instructions in Canvas for detailed requirements and due date for this assignment. These four points will be added to your first exam score assuming you complete the assignment successfully and submit it on time and be shown as total points earned for the second exam in the grade center. See separate announcement in Canvas regarding the rationale for this substitution.

Grades:

There is no overall grading curve in this class. The average grade for this course is generally a “B” (3.2 GPA level) but can vary from 2.9 to 3.3 depending on the performance of the students.

Letter grades will be determined as follows and are based on total points earned (not as a percentage of possible points):

A = 90 – 100 points

B+ = 87 – 89.99

B = 82 – 86.99

C+ = 77 – 81.99

C = 70 – 76.99

D = 60 – 69.99

F = < 60

IMPORTANT UPDATE: This minimum exam score requirement is now waived. Your grade will be determined solely on the basis of your total points earned regardless of your grade on the first exam.

COURSE SCHEDULE

NOTE: Pages assigned in the textbook correspond to the page numbers in the upper right-hand corner of the textbook in the green box. These are sequential throughout the text. Don't be confused by the other page numbers that appear within the reading material itself. These numbers are from the books that the reading material is extracted from.

| Date | Session | Topic #/Topics | Readings |
|--------------------------------------|---------|---|--|
| Online - Complete before first class | 1 | 1. Introduction to Management <ul style="list-style-type: none"> • “History of Ideas, The Management Century” Evolution of Management Principles | <i>Textbook pp. 10-23</i> <i>Textbook pp. 24-46</i> |
| In-Class 1 | 2 | 1. Introduction to Management (cont.) <ul style="list-style-type: none"> • Classroom Technology Overview • Review Syllabus • “Does Management Really Work?” • Introduce Management Framework | <i>Read HBR article in textbook pp. 1-8</i> |
| Online | 3A | 2. Strategic Management <ul style="list-style-type: none"> • What is Strategy • Why is Strategy Important • The Strategy Process • Mission, Vision, Values & Goal Setting | <i>Textbook pp. 52-65</i> <i>Textbook pp. 68-79</i> |
| Online | 3B | 2. Strategic Management (cont.) <ul style="list-style-type: none"> • External Analysis | <i>Textbook pp. 96-102, 115, 117-120, 125-129</i> |
| Online | 3C | 2. Strategic Management (cont.) <ul style="list-style-type: none"> • Internal Analysis | <i>Textbook pp. 132-135 except “Key Financial Ratios”</i> <i>Textbook pp. 137-153</i> |
| Online | 3D | 2. Strategic Management (cont.) <ul style="list-style-type: none"> • Executing Strategy • Strategic Options/Selecting Strategies | <i>Textbook pp. 170-175, 178-182, 184-191, 195-196</i> |
| In-Class 2 | 4 | MANDATORY ATTENDANCE SESSION Form Teams/Seat Assignment Workshop/Group Exercises - Exercise 1 Form Business Concept, Value Proposition, Core Values, Mission Statement, Vision | |
| Online | 5A | 3. Governance & Leadership <ul style="list-style-type: none"> • Governance | <i>Textbook pp. 252-258,</i> |

| | | | |
|------------|----|--|---|
| Online | 5B | 3. <i>Governance & Leadership</i> • Control and Risk Management | <i>Textbook pp. 274-283, 286-287, 292-297</i> |
| Online | 5C | 3. <i>Governance & Leadership</i> • Leadership | <i>Textbook pp. 198-231</i> |
| In-Class 3 | 6 | <i>Discussion Question 1</i> <i>Workshop/Group Exercises - Exercise 2</i> <i>Strategic & Financial Goals</i> | |
| Online | 7A | 4. <i>Managing a Positive and Productive Work Environment</i> • <u>Organization Design</u> ○ Designing Productive & Meaningful Jobs ○ Creating Organizational Structure | <i>Textbook pp. 308-338</i> |
| Online | 7B | 4. <i>Managing a Positive and Productive Work Environment (cont.)</i> • <u>Human Resource Management</u> ○ HR Management System | <i>Textbook pp. 346-375</i> |

| Date | Session | Topic #/Topics | Readings |
|------------|---------|---|---|
| In-Class 4 | 8 | <i>Discussion Question 2</i> <i>Workshop/Group Exercises - Exercise 3</i> <i>Identifying Jobs, Creating Job Descriptions, Job Interview</i> | |
| Online | 9 | 4. <i>Managing a Positive and Productive Work Environment (cont.)</i> • <u>Employee Engagement</u> ○ “Inner Work Life” ○ Engaging Employees | <i>Textbook HBR article pp. 385-399</i> |
| In-Class 5 | 10 | MANDATORY ATTENDANCE SESSION <i>Workshop/Group Exercises - Exercise 4</i> <i>Employee Motivation, Evaluation, and Employee Engagement</i> First Exam Instructions First Exam Review Session (Optional) | |
| In-Class 6 | 11 | <i>First Exam (60 minutes)</i> | Topics 1 – 4 |
| Online | 12A | 5. <i>Performance Management</i> • Process Management - Overview • Measurement Systems | <i>Textbook pp. 405-406, 409-411, 414-416, 420-423, 430-432</i> |
| Online | 12B | 5. <i>Performance Management (cont.)</i> • Process Management - Tools | <i>Textbook pp. 439-453</i> |
| Online | 12C | 5. <i>Performance Management (cont.)</i> • Business Assessment • Performance Improvement | |
| In-Class 7 | 13 | <i>Workshop/Group Exercises - Exercise 5</i> <i>Process Management, Measurement, and Business Improvement</i> | |

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|--------------|----------------|---|--|
| Online | 14A | 6. <i>Managing Innovation & Growth</i> <ul style="list-style-type: none"> • Managing Growth • Growth Strategies | |
| Online | 14B | 6. <i>Managing Innovation & Growth (cont.)</i> <ul style="list-style-type: none"> • What is Innovation? • Why Innovation is Important • Developing an Innovation Strategy | <i>Textbook pp. 459-466, 468-471 except Quality Function Deployment, (QFD) 476-479</i> |
| In-Class 8 | 15 | <i>Workshop/Group Exercises - Exercise 6 Creating and Prioritizing New Products/Services</i> | |
| Online | 16 | 6. <i>Managing Innovation & Growth (cont.)</i> <ul style="list-style-type: none"> • What is Entrepreneurship • Corporate Entrepreneurship | <i>Textbook pp. 488-494, 498 (The Intention to Act), 518-523</i> |
| | | - **NO CLASS** | |
| Online Teams | 17 | <i>Workshop/Group Exercises - Exercise 7 Geographical Growth Strategy - USA</i> | Mandatory Attendance |
| Date | Session | Topic #/Topics | Readings |
| Online | 18A | 7. <i>Global Management</i> <ul style="list-style-type: none"> • Globalization of Markets | <i>Textbook pp. 538-568</i> |
| Online | 18B | 7. <i>Global Management (cont.)</i> <ul style="list-style-type: none"> • Global Strategies • Multi-cultural Management | <i>Textbook pp. 574-593</i> |
| Online Teams | 19 | <i>Workshop/Group Exercises - Exercise 8 Global Expansion</i> | Mandatory Attendance |
| Online | 20A | 8. <i>Values Based Management</i> <ul style="list-style-type: none"> • Diversity/Multi-cultural Society • Legal Aspects of Diversity • Managing Diversity Effectively | <i>Textbook pp. 611-636</i> |
| Online | 20B | 8. <i>Values Based Management (cont.)</i> <ul style="list-style-type: none"> • Sexual Harassment | <i>Textbook pp. 636-639</i> |
| Online Teams | 21 | MANDATORY ATTENDANCE SESSION <ul style="list-style-type: none"> • <i>Workshop/Group Exercises – Exercise 9 Values Based Management</i> • <i>Review of Team Case Requirements</i> • <i>Second Exam Instructions</i> • <i>Second Exam Review Session (Optional)</i> | Mandatory Attendance |
| Online | 22A | 8. <i>Values Based Management (cont.)</i> <ul style="list-style-type: none"> • Ethics and Ethical Decision Making • Why Behave Ethically? | <i>Textbook pp. 650-674</i> |
| Online | 22B | 8. <i>Values Based Management (cont.)</i> <ul style="list-style-type: none"> • Corporate Social Responsibility • Sustainability | <i>Textbook pp. 674-678</i> |

| | | | |
|--------------|----|---|----------------------|
| Online Teams | 23 | <ul style="list-style-type: none"> • Teams work on Case Assignment • Team Case PP due at () | Mandatory Attendance |
| Online Class | 24 | <ul style="list-style-type: none"> • Overall Feedback on Projects • Course Summary | Mandatory Attendance |
| | 25 | Class Cancelled – Course Concluded | |

Changes to the Schedule post spring break are highlighted in the light green shading

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. 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 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]