2012

MGMT 300-02 Managerial Behavior

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MANAGERIAL BEHAVIOR – MGMT. 300

FALL 2012

Williams College of Business Mission Statement
‘We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition’.

Class Meetings: Tuesdays/Thursdays 10am – 11:15am Smith Hall 252


Cases: Link to purchase cases will be shared at a later date.

Manager's Hot Seat Videos: http://hotseat.mhhe.com/mm.html

Office, Phone No. & Email: 334 Smith Hall Ext. 1082 assudanir@xavier.edu Home phone number: 513-336-8832

Office Hours: Tuesdays: 1:00 pm – 2:30 pm
Wednesdays: 9:30am – 12:30pm
Thursdays: 1:00 pm – 2:30 pm
Or by appointment if that works better for you

Williams College of Business Mission Statement:
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

In case you are experiencing any difficulty with the course, please contact me as soon as possible. Do not wait till the end of the semester.

Course Description:
Our emphasis for the semester will be on managerial responsibilities within organizations. This course - Managerial Behavior – is intended to introduce you to the various aspects of human behavior such as organizational culture, global management, ethics, motivation, diversity, leadership that influence the complex process of managing an organization. We will be discussing methods of assessing managerial situations, developing ethical and socially responsible alternatives to managerial problems, and coping with the challenges a company faces in a competitive and constantly changing diverse and global marketplace. We will emphasize application of concepts to actual business situations.

Learning Objectives:
The primary objective of this course is to equip you with the skills in your work career as a manager. Thus, the primary focus of this class is to enable you to:

• Become familiar with the terminology, concepts, research and theory related to Managerial Behavior,
• Understand work processes in workplaces,
• Appreciate the complex and holistic nature of management,
• Develop an ability to analyze, to critically think and to develop possible research-based alternatives for challenges that organizations face, and
• Develop an ability to communicate via oral and written presentations

These learning objectives are geared to align with learning goals for Williams College of Business’ students (please see the complete hand-out posted on Blackboard).

Teaching Style
To accomplish these objectives, this course will rely on various instructional techniques such as lectures, experiential exercises, videos, case studies, discussions and additional material such as relevant contemporary business articles from the national and regional newspapers. Together, we will cover most of the material in the book.

Our class periods will comprise of brief lectures, interactive discussion on videos, and case studies. Your learning, as also mine, is directly a function of our engagement, both on an individual and collaborative basis, with the readings, topics and discussions in this course.

I only have 16 weeks to provide you and to engage you with material. Given the vast literature and the dynamic changes that are confronting organizations, time is too short for us! I will therefore use ‘flipped style classroom’ pedagogy. For this, I expect you to read/review the assigned material for the class before the class, so we can use in-class time for engaging with each other as also with the material.

Grading
Your grade at the end of the semester will be based on your performance on the following activities:

• Mid-term                    35%
• Reflection notes, attendance & participation  15%
• In class team presentation on opening and closing case study  20%
• Peer review for in class team presentations Non-graded
• Harvard Business case study presentations  30%

I grade on both an absolute and a relative grade. ‘Absolute’ means that I will look for the exact content in your exam/case study. However, if someone else or some other team does the same exam/case study and provides me with the exact same content but with greater rigor and/or more creativity, that person/team will receive a higher grade than you.

Grading Scale:
A            93-100
A-           90-92.9
B+           87-89.9
B            83-86.9
B-           80-82.9
C+           76-79.9
C            70-75.9
D            60-69.9
F            <60
Important Notes about the assignments/grading:

Example of grading rubric is as follows:

A  100%  Unusually exceptional assignment – far exceeding normal expectations. All necessary information and analyses are included in the assignment. Discussion is in-depth. Virtually no grammatical errors exist.

A-  90%  Outstanding assignment. Expectations are exceeded. All necessary information and analyses are included in the assignment. Virtually no grammatical errors exist.

B+  87.5%  Good assignment. Most of the necessary information/analyses are included. Few grammatical errors exist. Expectations are met.

B  85%  Adequate assignment. Not all of the required topics/analyses are included. Grammatical errors exist. Not all expectations are met.

C  75%  Poor assignment. Several of the required topics are not included. Numerous grammatical errors exist. Little insight is displayed.

D  65%  The assignment possesses significant problems. Paper is not acceptable.

Special notes

1. Students are expected to show professional behaviors in this class. An occasional late arrival or early leaving is OK, as long as you let me know in advance.

2. Cheating of any kind will result in a grade of F for the course.

3. I do not expect any talking in the class – you are welcome to leave the class, and I will count this as missed class for you.

4. No make-up exams/presentation will be allowed (unless of course if you have a documented legitimate reason for absence). I will conduct a make-up exam during the exam week for those who miss it for reasons of an emergency or a documented university athletic competition.

5. You are absolutely required to be present on the day of all team presentations. Please let me know in advance if there is any conflict of time.

6. You may take off for two classes without any penalty. Any additional absences will result in a lower grade for you.

7. Electronic Etiquette: I do not allow the usage of laptops/text messaging, etc. in class. Please discuss this with me in case you absolutely have to use any of the electronic devices in class for any specific reason.
<table>
<thead>
<tr>
<th>Date</th>
<th>Material</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Introduction to MGMT 300</td>
<td>Discuss ‘What is management?’ Review popular press articles (Business Week, Wall Street Journal); and what that implies for you?</td>
</tr>
<tr>
<td>August 23</td>
<td>Introduction to MGMT 300</td>
<td>Watch ‘Manager’s Hot Seat’ video on ‘Working in teams: Cross-function dysfunction’</td>
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<tr>
<td>August 28</td>
<td>The Management Process</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td>August 30</td>
<td>The Management Process*</td>
<td>Read opening and closing case studies</td>
</tr>
<tr>
<td>September 4</td>
<td>History of Management Thought*</td>
<td>Read Appendix A after Chapter 1(pg. 35 – 42)</td>
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<tr>
<td>September 6</td>
<td>Values, Attitudes, Emotions,</td>
<td>Read opening and closing case studies; Fill up inventories (2.2, 2.3, 2.8)</td>
</tr>
<tr>
<td></td>
<td>Culture: Manager as a Person*</td>
<td>Watch the video ‘Keep your emotions in check’: hyperlink below</td>
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<tr>
<td></td>
<td></td>
<td>For the next class, collect initiatives at Xavier related to ‘ethics’ and ‘diversity’</td>
</tr>
<tr>
<td>September 11</td>
<td>Managing Ethics &amp; Diversity*</td>
<td>Watch ‘Manager’s Hot Seat’ video on ‘Let’s make a 4th quarter deal’; opening and closing case studies</td>
</tr>
<tr>
<td>September 13</td>
<td>Managing in the Global Environment</td>
<td>Watch ‘Manager’s Hot Seat’ video on ‘Cultural differences: Let’s break a deal’</td>
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<td></td>
<td></td>
<td>Read opening and closing case studies</td>
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<td></td>
<td></td>
<td>Team 1 leads discussion on case studies</td>
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<td></td>
<td></td>
<td>Team 2 offers peer review</td>
</tr>
<tr>
<td>September 18</td>
<td>Managing in the Global Environment*</td>
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<tr>
<td>September 20</td>
<td>Decision Making, Learning,</td>
<td>Read Chapter 5</td>
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<tr>
<td></td>
<td>Creativity &amp; Entrepreneurship*</td>
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<tr>
<td>September 27</td>
<td>Decision Making, Learning,</td>
<td>Read opening and closing case studies</td>
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<td></td>
<td>Creativity &amp; Entrepreneurship*</td>
<td>Team 2 leads discussion on case studies</td>
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<td>Team 3 offers peer review</td>
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<tr>
<td>October 2</td>
<td>Planning, Strategy &amp;</td>
<td>Read Chapter 6</td>
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<tr>
<td></td>
<td>Competitive Advantage</td>
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<tr>
<td>October 4</td>
<td>Planning, Strategy &amp;</td>
<td>Read opening and closing case studies</td>
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<tr>
<td></td>
<td>Competitive Advantage*</td>
<td>Team 3 leads discussion on case studies</td>
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<td>Team 4 offers peer review</td>
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<tr>
<td>October 9</td>
<td>Mid-term</td>
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<td>October 11</td>
<td>Fall Holiday</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Case Studies</td>
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<tr>
<td>October 16</td>
<td>Harvard Business Review</td>
<td>Read assigned case studies for presentation</td>
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<tr>
<td>October 18</td>
<td>Designing Organization</td>
<td>Read opening and closing case studies</td>
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<tr>
<td></td>
<td>Structure*</td>
<td>Team 4 leads discussion on case studies</td>
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<td></td>
<td></td>
<td>Team 5 offers peer review</td>
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<tr>
<td>October 23</td>
<td>Control, change and</td>
<td>Watch ‘Manager’s Hot Seat’ video on ‘Change: More</td>
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<td></td>
<td>entrepreneurship</td>
<td>pain than gain’</td>
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<td></td>
<td>Read opening and closing case studies</td>
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<td></td>
<td>Team 5 leads discussion on case studies</td>
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<td></td>
<td></td>
<td>Team 6 offers peer review</td>
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<tr>
<td>October 25</td>
<td>Control, change and</td>
<td>Read Chapter 7</td>
</tr>
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<td></td>
<td>entrepreneurship*</td>
<td></td>
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<tr>
<td>October 30</td>
<td>Motivation*</td>
<td>Read opening and closing case studies</td>
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<td></td>
<td>Team 6 leads discussion on case studies</td>
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<td></td>
<td></td>
<td>Team 1 offers peer review</td>
</tr>
<tr>
<td>November 1</td>
<td>Leadership</td>
<td>Read opening and closing case studies</td>
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<tr>
<td>November 6</td>
<td>Review Current Events/Team</td>
<td>Brief case studies/current events from Wall Street Journal/Business Week/</td>
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<tr>
<td></td>
<td>meeting Day</td>
<td>Fortune/Economist</td>
</tr>
<tr>
<td>November 8</td>
<td>Closing the Loop</td>
<td>Managerial Behavior</td>
</tr>
<tr>
<td>November 13</td>
<td>Team Day</td>
<td>Submit your completed case analysis to me</td>
</tr>
<tr>
<td>November 15</td>
<td>Harvard Business Review</td>
<td>Case Study Presentation</td>
</tr>
<tr>
<td>November 20</td>
<td>Harvard Business Review</td>
<td>Case Study Presentation</td>
</tr>
<tr>
<td>November 22</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>November 27</td>
<td>Harvard Business Review</td>
<td>Case Study Presentations</td>
</tr>
<tr>
<td>November 29</td>
<td>Harvard Business Review</td>
<td>Case Study Presentations</td>
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<tr>
<td>December 4</td>
<td>Harvard Business Review</td>
<td>Case Study Presentations</td>
</tr>
<tr>
<td>December 6</td>
<td>Harvard Business Review</td>
<td>Case Study Presentations</td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td>Case Study Analysis/Critique/Make-up work</td>
</tr>
</tbody>
</table>

Watch ‘Keep your emotions in check’:

Harvard Business School Case Studies:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams</td>
<td>Mount Everest</td>
</tr>
<tr>
<td>Global</td>
<td>LG Electronics</td>
</tr>
<tr>
<td>Values/Ethics</td>
<td>IKEA’s Global Sourcing Challenge</td>
</tr>
<tr>
<td>Leadership</td>
<td>Taran Swan at Nicklodean Latin America</td>
</tr>
<tr>
<td>Strategy</td>
<td>Coke vs. Pepsi Wars: 28 pgs</td>
</tr>
<tr>
<td>Innovation</td>
<td>Danimal in South Africa</td>
</tr>
</tbody>
</table>
Brief Biography

Rashmi H. Assudani, PhD.

Academic Experience: I have a PhD in Management from McGill University, Canada. I have enjoyed teaching courses such as strategic management, managerial behavior, innovation and entrepreneurship at McGill U. as also at Xavier U. My research expertise lies in the area of innovation, creativity, virtual teams, knowledge management and learning. My research has appeared in multiple journal papers and in conference presentations, and has also received numerous awards.

Corporate Experience: I have had a diverse worldwide business experience with leading organizations such as Citibank, McCann Eriksson (world’s largest advertising company), and Bennett Coleman & Co. (largest media conglomerate in Asia). I gained my early experience with corporate intrapreneurship at Bennett Coleman & Co. when this publishing giant made a strategic decision to develop and harness new business concepts in other electronic media such as Radio FM (a new concept in India in the early 1990s) and television.

Community/NGO Experience: In addition to my corporate experience at for-profit organizations, I have also served at SAWCC - a non-profit organization devoted to the betterment of refugees in Canada. I have initiated socially responsible efforts at SAWCC to enhance language capabilities for non-English and non-French speaking refugees that were seeking to establish themselves in Canada. Currently, I am engaged with XU’s Eigel Center for Community Engaged Learning.

Speaking Experience: I have had numerous opportunities to present in front of a wide variety of audiences in India, Canada, US, France and The Netherlands. Most recently, I was on TED talks: http://tedxtalks.ted.com/video/TEDxXAVIERUNIVERSITY-Rashmi-Ass;search%3ATEDxXavierU

Student Experience: I have truly enjoyed working with my students in all these years. One of the fruitful culmination of my engagement with Xavier students was the birth of Innovation Society at XU, and the 2011 launch (and continuation) of TED events at Xavier. I am also currently planning to take my students to India for ‘Doing Business in India’ program.
Class Requirements and Related Information

Mid-term exam
There will be one mid-term exam during the semester scheduled for October 9, 2012. This will be a short essay type exam - it will be application oriented and content oriented; and will focus on the specifics of the book from Chapters 1 (plus appendix on ‘History of Management Thought’), 2, 3, 4, 5, and 6. The exam may also cover elements of lectures and ‘outside materials’ that we have discussed in class.

Grading:
This is 35% of your grade. Grading will depend upon:
1. thoughtfulness of your answers;
2. integration of material from the chapters; and
3. logic and reasoning that you provide to explain your answers.
Reflection Notes*

At the conclusion of chapters, you will be required to reflect upon the content of chapter and in-class discussions that we have had, and offer your key takeaways (in bullet forms). These reflection notes will have dual purpose:

1. re-iterate the content for you; and
2. serve as an attendance marker for me!

Grading:
This is 10% of your grade. Grading will depend upon:
   1. your in-class presence (therefore, you will lose points on your absence); and
   2. reflective thinking

In case you absolutely must miss the class, please inform me before class.

Attendance and Participation
You are expected to read the assigned materials and be prepared for discussion in class. Your attendance, preparation, and active involvement in class are expected and will be assessed.

I’ll maintain my own log to record your participation. I prefer you make both quality and quantity contributions. Participation points (worth a total of 5%) will be recorded using the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Attended and contributed to discussion, reflecting a good understanding of material and evidence of preparation</td>
</tr>
<tr>
<td>B</td>
<td>Attended, but did not demonstrate active involvement</td>
</tr>
<tr>
<td>= or less than C</td>
<td>Absence (partial or complete; leaving or arriving late; irrelevant, disruptive participation)</td>
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</tbody>
</table>

I will also be noticing leadership/voluntary participation in the in-class exercises and will grant you participation points on the basis of the same. Any student who misses more than 4 classes can assume a grade of ‘D’ for attendance. Any student missing more than 5 classes should assume a grade of ‘F’ for attendance. Complete and on-time assignments will also contribute towards your participation grade.
In-class team presentation (Chapter’s opening and closing case studies):

Teams will take the responsibility for leading discussion on the chapter’s opening and closing case studies.

You are required to carefully read these case studies, conduct additional research on these companies and offer your analysis to the questions in this section.

- Opening case study:
  - Read the case study.
  - Review and briefly present the relevant chapter topics related to the case study.
    For example, if your opening case study is from the chapter on ‘Motivation’, refer to the chapter terminology and explanation that applies to the case study.

- Closing case study: For the purpose of conducting additional research,
  - Read the case study.
  - Review and prepare the discussion questions.
  - Review popular press literature from Wall Street Journal, Business Week, Fortune, Economist, etc.) to examine companies in the case studies. Specifically, look for the chapter topic related to those companies. For example, if your case studies refer to Ford and Microsoft and if your chapter topic is on ‘Motivation’, then review the popular press literature to examine these companies with respect to motivation.
  - Also, examine ‘motivation’ related topics in competitor companies (e.g. Chrysler, Honda, Apple, etc.).

Grading:
This assignment is 20% of your grade (5% for the opening case and 15% for the closing case).
Grading will depend upon:
1. Integration of chapter 
2. Thoughtful analysis 
3. Compelling and supported by facts (research) 
4. Class engagement on discussion questions

Deliverables:
1. 30 minute presentation (plan on spending about 10 minutes for the opening case and about 20 minutes on the closing case study).
2. Copy of the hand-out (one per team)

Peer review on opening and closing case studies:
Each team will be responsible for providing peer review for another team (please see the schedule). One peer review is expected per team. This is a non-graded assignment, but a required one. The purpose is to train you to critically examine and learn by evaluating the presenting team. I expect you to take advantage of this learning and incorporate it for the final presentation in this as also in other classes.
Harvard Business School case study presentations

Each team will be assigned one Harvard Business School case study. These case studies are linked to the material that we have covered in MGMT 300. You are required to read these case studies thoroughly.

Required analysis:
1. Each case study has central challenges/issues that it is facing. You are required to examine these questions and provide recommendations on the basis of assigned readings and additional research. Chapters in the book provide you with relevant tools/concepts that you should use for your analysis. Please keep your focus on the subject matter that we have covered in this course ‘Managerial Behavioral’.

2. I will provide some discussion questions to get you started and to ensure the team stays on the same page. I expect you to do some research beyond the material contained in the case study. Please reference the sources that are not your own.

3. As you conduct additional research from the popular press (Wall Street Journal, Business Week, Fortune, Economist), find out what happened to the relevant stakeholders of the case. Also, identify other examples on this topic from the popular press.

Deliverables
1. Team presentation: A copy of the hand-out – one per team - is due before the class. The presentation worth 30% should be detailed, should address the assigned questions and should provoke thoughtful discussion questions for the class. The hand-outs will be graded on thoroughness of analysis, application of concepts, and additional research. Please make sure that you edit the hand-outs so that these are error-free.

Tentative format of the case study discussion is as follows:
Overview of the case study       10 minutes
Discussion questions        30 minutes
Share additional research (company; situation; topic) 10 minutes
Open it up for class discussion/debate      15-20 minutes

Check List & Grading: Grading will be based on:
1. thoughtful analysis,
2. discussion reflects integration of MGMT 300 content,
3. well organized, compelling, and supported by facts,
4. additional research,
5. class engagement, and
6. professional conduct in discussing, engaging and presenting

<table>
<thead>
<tr>
<th>Category</th>
<th>Y/N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the case study</td>
<td>Y/N</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Y/N</td>
<td>15%</td>
</tr>
<tr>
<td>Additional research</td>
<td>Y/N</td>
<td>5%</td>
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<tr>
<td>Class discussion/debate</td>
<td>Y/N</td>
<td>5%</td>
</tr>
</tbody>
</table>

Other Notes:
1. I will build in time for the teams to meet in class to discuss and work on case studies. Therefore, please note that my expectations for this project are high and grading for this assignment is stringent.
2. While this is a team assignment, in order to allot individual grades, I will be examining
each team member’s participation.

3. In-class Presentations: ATTENDANCE IS MANDATORY FOR ALL PRESENTATIONS. All team members are required to present part of the presentation – you should present that portion of the project on which you have taken leadership on. Each of the team members will be marked independently on the basis of his/her presentation section. Efficacy of presentation skills, appropriate business attire and demeanor will all count towards your grade. I will also mark you independently on the basis of your evaluation of other team presentations. In other words, the relevance of the questions that you raise for other (final project) in-class presentations will be marked towards your ‘presentation points’. These in-class presentations will be scheduled for November 15, 20, 27, 29, December 4 & December 6.

4. Quality of power-point slides/transparencies: In-class presentation will be on power-point slides. Slides must be:
   a. proof read,
   b. clearly written and not cluttered,
   c. easy to comprehend, and
   d. visually interesting.

Please cite the sources that are not your own.

One copy (per team) of the powerpoint handouts is due on the day of your presentation.

5. Peer-evaluations: Intra-group peer evaluations will be required for this assignment. Peer evaluation forms are posted on Blackboard. Forms must be completed in all respects by all team members. The peer evaluation form helps me determine whether (or not) everyone made an equal contribution to the team. The grade will be significantly lowered for those individuals who do not meet team expectations.

Completed peer evaluation forms are due on the day of your presentation.

6. Team behavior: In the past, some teams have had a problem with some members acting as free-riders and/or not demonstrating appropriate behavior. To take care of this, I will expect that the team members try to clarify any mis-communications among them. The next step is for me to intervene. If the matter still does not get resolved, I will need to split up the team, and ask team member(s) that is/are perceived to to work independently on a different project. Please inform me as soon as you feel my intervention is necessary – do not wait till the last moment.

7. Sources of Information: Following are examples of some World Wide Web sources that will be useful to your case study analysis:
   - [http://premium.hoovers.com/subscribe/](http://premium.hoovers.com/subscribe/) (for company information)
   - www.corporateinformation.com (for company information)
   - Business Week: [http://www.businessweek.com](http://www.businessweek.com)
   - Fortune: [http://www.fortune.com](http://www.fortune.com)
   - Research databases at XU Library e.g. ABI-Inform Research; LexisNexis Academic

For further help on these databases, please feel free to contact me or you may contact my department liaison, Ms. Marty Ferrell ([Ferrell@xavier.edu](mailto:Ferrell@xavier.edu)) at the XU Library.
I will be happy to take any questions/concerns that you may have regarding the case content or regarding team dynamics. I also encourage you to come and discuss with me about the progress in your case analysis. Please feel free to approach me.
Student Information Sheet

Name:
Email:
Major:
Year in College:

1. Do you currently have a job (if so, please describe it briefly)?

2. If you are not currently employed, but had a previous job, please describe it briefly.

3. Why did you enroll in this class?

4. What expectations (if any) do you have for the course and/or the instructor?

5. Please list the courses you are taking this term: