2012

MGMT 300-09A Managerial Behavior

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MANAGERIAL BEHAVIOR: Spring 2012
MGMT 300-9A
Saturday, 8:30-12:00

INSTRUCTOR: DR. THOMAS CLARK OFFICE: 312 SMITH HALL
GRAD ASS’T MEGAN JACOBS E-MAIL: clarkt@xavier.edu
TELEPHONE: 745-2025 OFFICE HOURS: 12-12:30 SAT 2:30-3:45 TR

REQUIRED TEXT:
Essentials of Contemporary Management, Jones & George, publisher: McGraw-Hill

COURSE OBJECTIVES
This course is an introduction to major theories and principles of management with a
focus on creating and maintaining an effective and efficient organization. To promote an
active learning environment, students will analyze management concepts, do a team case
study analysis, prepare and deliver a team evaluation of a major book on management,
execute a personal goal achievement project, and participate in evaluating chapter
material. In this format students learn a great deal from working together, especially if
everyone openly exchanges ideas and experiences.

ASSIGNMENTS
● Quizzes – 10 chapter quizzes will be given at the beginning of class in Weeks 2-7.

● Book Report – Each team will prepare a summary of a major management book (approx. 8-
10 pages) exploring behavior in organizations. Each team will present a summary and
evaluation of the book to the class

● Case study— Each team will make a group class presentation concerning an interpersonal
communication situation. The team will analyze an assigned video of an interpersonal
interaction. The group is to show the video to the class, analyze the situation, evaluate the
communication efforts of each participant, and solicit reactions from the class. It is to then
use role-playing to recreate the communication encounter with specific improvements in the
behaviors of the supervisor and of the other participants. One team member is to serve as the
commentator while the others play characters with improved communication skills.

● Goal project—Each student will establish a personal goal, fill out a progress chart, and meet
weekly with a team of accountability partners to report on his or her progress. A two-page
progress report evaluating in achieving the goal is due on the last day of class.

TEACHING PHILOSOPHY: Good teachers are committed to being enthusiastic about their
subject and about student learning. My plan is to encourage and inspire you about management
and to invite you to ask questions both inside and outside of class. In-class assignments and
homework are designed to improve your opportunity-finding and problem-solving abilities. As
the goal of Managerial Behavior is for each of you to improve your management abilities, I
encourage you to participate in class actively.
ATTENDANCE AND PERSONAL MANAGEMENT: A key quality employers look for in prospective employees--personal management--is also measured and rewarded in this class. You are expected to attend all classes.

CLASS ASSIGNMENTS You should know when all assignments are due and be responsible for handing them in on time without in-class reminders. By the end of the first week of class, you are to record all due dates on a calendar.

This syllabus is tentative and will be altered to accommodate unforeseen contingencies.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Management 300: MANAGERIAL BEHAVIOR</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 8</td>
<td>Managers and Managing</td>
<td>Chapter 1</td>
<td>Introductions</td>
</tr>
<tr>
<td>2 Jan 14</td>
<td>Management Thought Values: Manager as a Person</td>
<td>Chapters 2</td>
<td>Quiz 1-2</td>
</tr>
<tr>
<td>3 Jan 21</td>
<td>Ethics</td>
<td>Chapters 3</td>
<td>Quiz 3, 5</td>
</tr>
<tr>
<td>4 Jan 28</td>
<td>Planning &amp; Strategy</td>
<td>Chapters 5-6</td>
<td>Quiz 6, case study 1</td>
</tr>
<tr>
<td>5 Feb 4</td>
<td>Motivation</td>
<td>Chapter 9</td>
<td>Ch 9, case study 2</td>
</tr>
<tr>
<td>6 Feb 11</td>
<td>Leadership Effective Teams</td>
<td>Chapters 10-11</td>
<td>Quiz 10-11, case study 3</td>
</tr>
<tr>
<td>7 Feb 18</td>
<td>Effective Communication Managing Conflict</td>
<td>Chapters 12-13</td>
<td>Quiz 12-13, Book report #1</td>
</tr>
<tr>
<td>8 Feb 25</td>
<td>Book reports</td>
<td></td>
<td>Book Reports #2 &amp; 3</td>
</tr>
<tr>
<td>9 Mar 3</td>
<td>Comprehensive final exam, including Multiple Choice, Short Answer, &amp; Essay Questions;</td>
<td></td>
<td>Book Report papers due</td>
</tr>
</tbody>
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BOOK LIST
- Cognitive Surplus, Clay Shirky
- The Innovator’s Prescription, Clayton M. Christensen
- Great by Choice, Jim Collins
- Profit at the Bottom of the Ladder, Jody Haymann
- The Declining Significance of Race, William Julius Wilson
- Now, Discover Your Strengths, Marcus Buckingham
- Orbiting the Giant Hairball, Gordon McKenzie
- Flow, Mihaly Csikszentmihalyi
- Why Some People Have Power and Others Don’t, Jeffrey Pfeffer
<table>
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<tr>
<th>GRADING</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 25 pts each</td>
<td>200 (top 8 grades counted)</td>
</tr>
<tr>
<td>Book: oral report</td>
<td>200</td>
</tr>
<tr>
<td>Book: written report</td>
<td>200</td>
</tr>
<tr>
<td>Final exam</td>
<td>200</td>
</tr>
<tr>
<td>Case study</td>
<td>100</td>
</tr>
<tr>
<td>Goal analysis paper (att, partic)</td>
<td>100</td>
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**ASSIGNMENT GUIDELINES**

Papers are graded on a variety of criteria, including appearance, organization, completeness, logic, evidence, grammar, spelling, and punctuation. Papers must be handed in when due to receive full credit.

**GRADING SCALE**

The average grade for this class is B. You can track your class progress using Blackboard’s grade book function.

940-1000 = A  
900-939 = A-  
870-899 = B+  
840-869 = B  
800-839 = B-  
770-799 = C+  
735-769 = C  
700-734 = C-  
650-699 = D+  
600-649 = D  
under 600 = F

**PAPER GRADING STANDARDS**

Papers will be graded according to the following four criteria (in order of importance): quality of organization and the originality and development of ideas; appearance, including the effective use of graphic design techniques; sentence maturity, style and diction; and spelling, usage, mechanics, and punctuation.

While meeting all standards is important for each paper, the quality of organization and originality of ideas will be weighted most heavily; appearance and scannability next most heavily; sentence maturity, style and diction next most heavily; and demonstration of the principles of standard English the least heavily.

**A DEMONSTRATES UNUSUAL COMPETENCE:** The purpose is clear; ideas are original, substantively developed, and supported with details and illustrations. The paper is well organized and shows effective use of graphic design techniques. The paper displays careful use of language: complete, clear and engaging sentences as well as correct and distinctive diction. There are few errors in usage, punctuation, and spelling.

**B DEMONSTRATES COMPETENCE:** The purpose is clear and ideas are adequately developed and supported with details and illustrations. The paper is organized and attractive to look at. Sentences are clear and complete. The diction is appropriate. There are few errors in Standard English usage, punctuation, and spelling.
C SUGGESTS COMPETENCE: There is a sense of organization. The central idea is apparent if not always clear; the ideas need more development, along with more details and illustrations for support. While the sentences are complete and clear, their structure or rhythm may seem repetitious. The diction is appropriate though limited. There may be recurring errors of standard English usage, punctuation, and spelling.

D-F FAILS TO MEET CRITERIA FOR ASSIGNMENT: The paper lacks an apparent central idea, and ideas that are present need more development and support. It is unattractive to look at and poorly organized. There are incomplete sentences. The diction is inexact. There are many recurring errors of usage, punctuation, and spelling. Often is sloppy, skimpy, and disorganized. All or part of the paper is plagiarized.

XAVIER UNIVERSITY MISSION STATEMENT

Xavier’s mission is to educate. Our essential activity is the interaction of students and faculty in an educational experience characterized by critical thinking and articulate expression with specific attention given to ethical issues and values.

Xavier is a Catholic institution in the Jesuit tradition, an urban university firmly rooted in the principles and conviction of the Judeo-Christian tradition and in the best ideals of American heritage.

Xavier is an educational community dedicated to the pursuit of knowledge, to the orderly discussion of issues confronting society; and, as would befit an American institution grounded in the humanities and sciences, Xavier is committed unreservedly to open and free inquiry.

Xavier, while primarily an undergraduate institution emphasizing the liberal arts, is also committed to providing graduate and professional education in areas of its demonstrated competence and where it meets a particular need of society, especially of Xavier’s regional constituency. Faculty members, moreover, are strongly encouraged to engage in research outside the classroom in order to maintain the professional standing of the institution.

With attention to the student as an individual, Jesuit education seeks to develop: 1. Intellectual skills for both a full life in the human community and service in the Kingdom of God; 2. Critical attention to the underlying philosophical and theological implications of the issues; 3. A worldview that is oriented to responsible action and recognizes the intrinsic value of the natural and human values; 4. An understanding and communication of the moral and religious values through personal concern and lived witness, as well as by precept of instruction; and 5. A sense of the whole person—body, mind, and spirit.

In keeping with the Jesuit tradition, Xavier believes that religious insights are complementary to the intellectual life, and that a continuing synthesis of the Christian perspective with all other forms of human knowledge is conductive to wisdom and understanding. Xavier shares in worldwide Jesuit commitment to a creative and intelligent engagement with questions of peace and justice.