MGT 350 THE MANAGER IN THE BUSINESS ENVIRONMENT

Course Description

It is still imperative that tomorrow’s managers be prepared to meet the challenges of a highly dynamic and rapidly changing business environment. The overriding objective in facilitating this course is to capture the excitement and challenge of management in the business environment of the 21st century.

Change is coming from all directions: quality management has radically changed the way many organizations do business; the global marketplace has redefined the competitive structure of many industries; and the increasing predominance of entrepreneurial and service-based organizations has altered the structure of our economy. Diversity in the workforce has become the rule rather than the exception; organizations are being restructured and redesigned to be lean, flexible, and adaptable to change; and managers in all areas and at all levels of the organization are expected to be proactive, team-oriented, and focused on results. Succeeding as a manager in the organization of today and tomorrow requires a special set of management skills and competencies.

Each class session will encompass a specific theme:

- Class #1: Management in the 21st Century
- Class #2: Planning Challenges
- Class #3: Organizing Challenges
- Class #4: Leadership Challenges
- Class #5: Control Challenges
Course Objectives

At the end of this course, students are expected to competently:

1. Describe the manager of tomorrow in terms of both managerial style and the competencies that will be necessary for success.
2. Describe the concept of corporate social responsibility and the primary premises upon which it is based.
3. Discuss how tomorrow’s managers can achieve success through planning.
4. Explain how advances in information technology have affected strategic planning.
5. Discuss the implications of effective decision making for future managers.
6. Explain why organizing is an important managerial function.
7. Discuss current issues in human resources management.
8. Explain how information technology is influencing both culture and organizational changes.
9. Describe the elements of the communication process and explain their relationship to one another.
10. Describe what is meant by the term, “leadership.”
11. Discuss some of the ethical issues related to the control of employee behavior.
12. Describe the major contributions of the most prominent contemporary quality philosophers.
13. Discuss the impact of information technology on the organization.

Materials of Instruction


Publisher’s Support Web Site: http://www.mgmt4me.com available for purchase

Supplemental Materials: The most important objective of this class is to emphasize the skills required for effectively managing business-society relationships. In order to do so adequately it is necessary to integrate current events. The purpose is twofold: one, it is extremely important for the professional manager to develop a daily habit of monitoring world events and considering how they might effect them, their company and its strategies; and two, this gives an opportunity for the student to become comfortable and proficient in reading business periodicals. Each instructor is encouraged to require additional current event reading/discussion. Approaches in the past have included daily or weekly reading of periodicals (WSJ, Business Week, etc.), watching TV programs such as the McNeil Report, or current business monitoring can also occur on the Internet. Providers such as AOL, ATT, Netscape all have current business sections that can be found daily.
**Preparation and Assignments**

The accelerated pace of this course requires the student to assume initiative in mastering the content and completing the assignments before each class session.

The successful class integrates the text concepts and readings with the knowledge, insight and experience of each participant; the result is an enlightened participant and a fulfilling group experience.

This module is designed to be the guide and academic standard for the course. Individual facilitators may deviate from suggested assignments as they interpret course integrity. Facilitators will distribute a course syllabus the first class that will indicate any additions, deletions or modifications from this module.

**Grading Criteria**

The course grade is generally based on a variety of assignments or methods of evaluating student performance. The following grading scheme is typical:

- Class Participation: 15%
- Course Culminating Projects: 40%
- Culminating Project Presentation: 10%
- Two take-home exams: 20%
- Homework: 15%

At the end of the module are rubrics for the culminating project and presentations. Please be sure to consider them when preparing your paper and your presentation. Group projects are possible, with facilitator approval.
Assignments to be Completed Prior to Class #1

Read Chapters 1-4.

Complete the following project and write-up:

Environmental analysis of a specific company
The student may choose his or her own company or industry. The paper should include an introduction describing the company/industry, its major products and markets and ownership structures. The body of the report should include an analysis of the major environments including economic, social, political and technological that affect the company/industry. (Reference Chap. 3 of text) The conclusion should include recommendations to management on how they should alter strategies in light of environmental constraints. These recommendations should be detailed and well supported. Report should be three typed double spaced pages and include a minimum of two references.

Current Event: Find one current article from the Internet about a local company, pertaining to Social Responsibility in the workplace. Bring the article to class for discussion.

Case Study: Read Case 1: Nortel Networks on the next page and be prepared to discuss.

Be prepared to discuss the following questions, as a class or in small groups.

1. There is no formal code of conduct for managers. Given the regularity with which business scandals are reported in the press, do you think a code should be developed?
2. Which of the top ten mistakes that managers make do you think is the most serious, or the most likely to cause derailment on its own?
3. How important is it to you to know all the details when you’re involved in something? Under what conditions do you find uncertainty stressful? Under what conditions do you find uncertainty energizing?
4. If you can’t hire entirely ethical employees, can you teach someone who is unethical to act ethically in spite of him- or herself? How?
Case 1: From the MGMT IRCD:

**NORTEL NETWORKS**

**Headquarters, Toronto, Ontario, Canada.** When people use the Internet or make calls on their cell phones, the companies providing the Internet and cell phone service are probably using network or CDMA (code division multiple access) products made by **Nortel Networks**. And with its products used everywhere in the world, Nortel should be performing better. At least that’s what you thought before deciding to become Nortel’s new CEO and began working 100 hours a week to turn around this financially struggling company. You had hoped that your 25 years at GE, where you ran five of its key businesses, and your five years as the president and chief operating officer at Motorola would have prepared you to be Nortel’s new CEO. But you underestimated the pressures and expectations, as well as the magnitude of problems that were now your responsibility.

The most serious problem occurred six months after you became CEO. After the previous management team over-reported earnings to trigger corporate bonuses, Nortel had supposedly solved the company’s financial-reporting problems. But now, for the third year in a row, Nortel had incorrectly overestimated its profits and had to report, yet again, that it had earned substantially less than first reported. This time the problem wasn’t fraud, but poor accounting controls. Still, a financial analyst summed up the seriousness of the problem this way, “If you get three speeding tickets in a year, in many states you get your license pulled…. It’s a big deal. It’s a red flag.” To no one’s surprise, Wall Street hammered Nortel’s stock price. Soon after, shareholders who had seen the value of Nortel stock lose $30 billion brought two class-action lawsuits against the company, seeking $9 billion in damages. The lawsuits, if successful, would put Nortel out of business. Restating earnings also had demoralizing effects within the company; the percentage of employees highly satisfied with their jobs dropped from 51 percent before to 40 percent after.

In addition to unhappy shareholders and employees, Nortel, the only unprofitable company in its industry, was running out of cash. Your job as CEO was to persuade skeptical financial companies to lend Nortel $2 billion to keep the company afloat. So you traveled to seven cities in one week to try to convince them that Nortel was worth the risk, even though Nortel hadn’t had positive cash flows for more than six years. But before you could ask for more money, you had to cut costs by reducing retiree benefits and by laying off 1,900 employees and 350 managers. After 13 rounds of layoffs in the last six years, Nortel had shrunk dramatically, from 95,000 to 33,000 employees. On top of that, Nortel’s key cellular technology, CDMA, was aging, and losing out to newer, more powerful cell phone standards and equipment.

With problems mounting, you began losing sleep, averaging less than four hours a night. Doubts crept into your thoughts. “Am I making the right decisions?” “Are people telling me what I need to hear?” “Am I being naively optimistic and ignoring warning signs?” Could you, in the end, fix the problems and return Nortel to profitability? With 35 percent of CEOs ultimately fired from their jobs, could you save yours? To do so, Nortel would have to get better, and fast. With billions in losses, and the need for an immediate $2 billion cash infusion, what steps must you take right now to ensure Nortel’s short-term survival? Then, how should you deal with the $9 billion class-action suit that could you out of business? Finally, if you solve those crises, what does Nortel need to do in the long run to become a more efficient company? **If you were the new CEO of Nortel Networks, what would you do?**
Class #1

Theme: Management in the 21st Century.

Objectives:

1. Describe what management is and explain the four functions of management
2. Explain how and why companies can create competitive advantage through people.
3. Explore the major schools of management thought that have emerged over the years.
4. Discuss how changing environments affect organizations.
5. Describe the concept of social responsibility and the primary premises upon which it is based, including the stakeholder view of the firm.

Activities:

Facilitator introduces him/herself to the class and explains:
   a. Course Objectives
   b. Course Assignments
   c. Grading Criteria

Facilitator Lecturette
   a. Chapters 1 – 4

In Class Discussion/Small Group Topics:

   Discuss the Case: Nortel Networks
   Discuss the questions:
   1. There is no formal code of conduct for managers. Given the regularity with which business scandals are reported in the press, do you think a code should be developed?
   2. Which of the top ten mistakes that managers make do you think is the most serious, or the most likely to cause derailment on its own?
   3. How important is it to you to know all the details when you’re involved in something? Under what conditions do you find uncertainty stressful? Under what conditions do you find uncertainty energizing?
   4. If you can’t hire entirely ethical employees, can you teach someone who is unethical to act ethically in spite of him- or herself? How?

A Group Activity at the discretion of the facilitator.
Assignments to be Completed Prior to Class #2

Read Chapters 5-8.

Complete the following project and write-up:

**Decision-Making Ethics Review**

Examine recent business periodicals, news magazines, newspapers, internet sources etc. and identify a significant decision made by a major company that has ethical implications. Discuss the decision-making process used by the manager(s) to include evidence of demonstrated decision-making skills and steps. Describe the ethical implications of this decision and identify the stakeholders most likely to be impacted by the decision. The conclusion should include a detailed and well-supported evaluation of the decision-making process with recommendations for an improved outcome. Report should be three typed pages with a minimum of two references.

Be ready to discuss the following questions, either as a class or in small groups:

1. What do you personally think is the biggest obstacle to making good decisions?
2. Do you do any benchmarking in order to boost your performance as a student, and athlete, or a hobbyist of any sort? What do you do and how does it help?
3. Which kind of people tend to be more innovative in a given area: those who are knowledgeable, or those who are inexperienced in the area. Why?
4. Can any company go global? Why or why not?

Read Case 2: StubHub, Inc. on Next Page and be prepared to discuss.
Case 2: From MGMT IRCD

STUBHUB, INC.

San Francisco, California. For you, sitting at the Madonna concert in New York’s Madison Square Garden, life could hardly be sweeter: More than 1,000 of your fellow fans have obtained their tickets via your StubHub.com website. Well, sort of your site. Your management team at eBay just acquired rival upstart StubHub from its founders Jeff Fluhr and Eric Baker, who launched the company out of their Stanford dorm rooms. Fluhr and Baker wanted to use the Internet to replace scalping tickets at venue sites, so they developed a unique system comprised of ticket exchange, event information, and guaranteed delivery. The founders’ original premise—that a full stadium or arena is better than one that is sold out but weakly attended—helped StubHub quickly sign contracts with Major League Baseball, the National Football League, National Hockey League, and National Basketball Association. Season-ticket holders for those organizations could use StubHub to safely sell their tickets for games they couldn’t attend for whatever reason. To no one’s surprise, StubHub acquired customers quickly and inexpensively, but once activity stabilized, the company became a slow-growth business that was tied to its partner relationships. That is, StubHub’s customer base was finite—there are only so many season-ticket holders out there. That’s when StubHub moved into direct consumer marketing. StubHub started facilitating ticket sales between any two willing parties, a move that helped it becomes the second largest ticket resale auction site on the Internet. But as new companies entered (and filled) the market, companies like TicketsNow.com, RazorGator, eBay, and even Ticketmaster, StubHub watched its basic strategy and unique transaction capabilities begin to erode. And if a crowded marketplace wasn’t enough, industry powerhouse Ticketmaster had launched a new lobbying effort to have states outlaw the reselling of tickets for more than their face value (the amount printed on the ticket).

Despite all this competition, StubHub managed to attract 2.1 million unique visitors per month and generate over $100 million in annual revenue. It also attracted the attention of your management team at eBay, which recently bought StubHub for $310 million. But even though StubHub has strong revenues, its current business model is maturing, kind of like the Madonna fans you’re sitting with. More competition means lower prices means weakening revenues. You need a new strategy for growth and profit.

Sitting in the stands waiting for the concert to start, you pull out a pad of paper and begin to list ways StubHub can uses its existing capabilities to accelerate the company’s growth. The first thing you think of is to become an advertising medium for sporting and theatrical events, among other things. Huge revenues are possible, as are huge headaches, but advertisers are now regularly entering contracts with Google, YouTube, and Facebook. You can’t afford to ignore this area of seemingly easy revenue generation. A second way to grow is to directly attack Ticketmaster’s business of selling original tickets to concerts and sporting events. StubHub could undercut Ticketmaster’s price and even provide the ability to resell the tickets if the original buyer later decides not to attend the event. Then, there’s auctioning things beyond just tickets. Because StubHub’s customer base is focused on concerts and sporting events, hosting auctions for band and team memorabilia would be a natural extension. The auction process is the same, and you could conceivably increase the number of transactions per customer.
Finally, you could completely change the business model and actually acquire tickets to resell on the open auction market. Owning the tickets has some downside in inventory control, but if done well, you might end up with greater market power and the ability to maximize revenue as a concert/sporting event got close (charging less for tickets purchased early and more for tickets moments before the start of the event). As the house lights go down and the band starts to play, you shove your paper into your pocket until after the encore, when you’ll start trying to put some shape to your notes in anticipation of tomorrow’s senior management meeting. **If you had just bought StubHub and needed to spark additional growth, what would you do?**

Class #2

Theme: Planning in the 21st Century.

Objectives:

1. Explore the planning function, with special emphasis on the planning process at both the strategic and operational levels.
2. Explain how group decisions and group decision-making techniques can improve decision making.
3. Specify the components of sustainable competitive advantage and explain why it is important.
4. Examine analytical tools, which can assist managers in improving the quality of their decision-making.
5. Explain why innovation matters to companies and discuss methods how managers can use to effectively manage innovation. Understand the process of change in companies.
6. Discuss the impact of global business and the trade rules and agreements that govern it.

Activities:

Facilitator Lecturette; Chapters 5-8.

In Class Discussion/Small Group Topics:
   Discuss the Case: StubHub, Inc.
   Discuss the questions:
   1. What do you personally think is the biggest obstacle to making good decisions?
   2. Do you do any benchmarking in order to boost your performance as a student, and athlete, or a hobbyist of any sort? What do you do and how does it help?
   3. Which kind of people tend to be more innovative in a given area: those who are knowledgeable, or those who are inexperienced in the area. Why?
   4. Can any company go global? Why or why not?

A Group Activity at the discretion of the facilitator.
A Video may also be shown and discussed.

Hand out take-home MID-TERM.
Assignments to be Completed Prior to Class #3

Read Chapters 9-12.

Complete the following project and write-up:

**Case study: Kaiser Permanente**

The student will prepare a 3-5 page analysis of the case that follows on the next page. Please be sure to address answers to the questions at the end of the case. Feel free to conduct additional research into Kaiser Permanente if you feel it would help you better address the question of what you would do.

**MID TERM:** Due at the beginning of class

Be prepared to discuss your topic for your final project. (See Class #5).

**Internet Exercise:**

There are more than 64 million web hits offering advice or information about balanced work life. Review at least one of the following website for in-class discussion. Find at least two other resources that you feel provide valuable material on this topic. Prepare to discuss your views on achieving a more balanced work life using information from these websites.

- Work Family Newsbrief: [www.workfamily.com](http://www.workfamily.com)
- WebMD: [www.webmd.com/balance](http://www.webmd.com/balance)
- Work Life Balance: [www.worklifebalance.com](http://www.worklifebalance.com)

From MGMT IRCD
KAISER PERMANENTE
Kaiser Permanente, Oakland, California. With 8.5 million health plan members in nine states and Washington, D.C., 148,884 employees, 12,879 physicians, 37 medical centers, 400 medical offices, and $31.1 billion in operating revenues, Kaiser Permanente is the largest not-for-profit managed care organization in the U.S. Overall, Kaiser has a solid reputation. Consumer Reports ranks Kaiser Permanente as an average or better hospital system. U.S. News and World Report ranks Kaiser Permanente Northern California 58th out of 257 health plans and Kaiser Permanente Southern California as 88th.

But lately Kaiser has come under intensive scrutiny for a series of management and patient care issues. For example, after Northern California Kaiser Permanente began an in-house program that required kidney transplant candidates to obtain medical treatment through their local Kaiser medical center, 56 people received kidney transplants, but twice that many died waiting for a kidney. In contrast, at other California transplant centers, more than twice as many people received kidneys than died during the same period. Another serious problem came to light when the California Office of Statewide Health Planning and Development determined that Kaiser had 5 of the 28 hospitals with the highest pneumonia death rates in the state. This was particularly troubling because pneumonia, the sixth-leading cause of death in the U.S., can be prevented with good care. “Timely diagnosis and treatment can greatly improve a patient’s chances of surviving,” said Mary Tran, a patient data analysis manager who helped with the study for the state agency. In other words, frequent pneumonia in your hospitals means that your medical control processes are breaking down. A well-run hospital system like Kaiser should not have problems treating pneumonia. Something is going wrong. But what?

You immediately pull your top managers together to analyze the problem and come up with potential solutions. One of your vice presidents mentioned that she had read that a number of hospitals use teams to improve patient care and service, maintain a clean and sanitary environment, manage costs, reduce patient mortality rate, and reduce medical errors. For instance, Baptist Memphis Hospital in Memphis, Tennessee, empowered Rapid Response Teams to call in the hospital’s Medical Emergency Team to care for seriously ill patients whose condition was worsening. After doing so, the number of cardiac arrests dropped by 26 percent, and survival rates nearly doubled from 13 percent to 24 percent. Likewise, Stanford University Hospital uses Patient-Centered Care Teams, who are responsible for everything from admission to discharge, and Process-Centered Care Teams, who are charged with identifying hospital processes and making them effective and efficient.

Successful teams might help Kaiser reduce medical errors, increase quality of patient care, increase customer satisfaction, and could help reduce costs. And, you have to try new approaches, because not taking any action is no longer an option. You realize if you are going to use teams that you’ll have to do your homework by answering these questions.

First, does it make sense for Kaiser to use teams, and, if so, what kind of teams should it use and where? Second, how should people who work on teams be trained and paid? You have to find a way to encourage individual initiative, while at the same time encouraging people to work together on teams. Also, it’s incredibly difficult to attract and retain nurses and highly trained medical personnel, so don’t overlook that as you consider what to do. Third, who leads the teams, physicians, managers, or employees? And what roles should those leaders play? Finally, how large or small should the teams be and how do you build cohesion and make sure the team norms are functional and productive. If you were in charge at Kaiser, what would you do?
If you are going to use teams, you have to do your homework by answering these questions:

1. Does it make sense for Kaiser to use teams, and, if so, what kind of teams should it use?

2. How should people who work on teams be trained and paid? You have to find a way to encourage individual initiative, while at the same time encouraging people to work together on teams.

3. Who leads the teams—physicians, managers, or employees? And what roles should those leaders play?

4. How large or small should the teams be? And finally, how do you build cohesion and make sure the team norms are functional and productive?

Class #3

Theme: Organizing in the 21st Century

Objectives:

1. Examine organizing as an important managerial function, including delegation and employee empowerment.
2. Examine organizational design, organizational structure and strategic conditions under which each might be appropriate.
3. Understand how teams are used and how to enhance work team effectiveness.
4. Examine current issues in human resource management.
5. Understand the value of diversity in the workforce and why it matters.

Activities:

Facilitator Lecturette; Chapters 9-12.

Discussion of topics for final papers.

Discussion of Kaiser Permanente Case.

In Class Discussion/Small Group Topics on the following questions:

1. What do you think determines how a company decides to structure itself?
2. Have you ever seen (or done) a job and thought, “If only they did this, it would be faster, better, easier, etc?” Describe the situation.
3. Have you ever been on a team that was particularly cohesive? How did that team perform? In contrast, have you ever participated on a team that was fragmented? How was that experience?
4. If diversity is about having a variety of differences, what kind of differences are we talking about?
5. Can you think of a legitimate situation in which hiring for diversity should be limited or avoided? If so, what? Would that have more to do with surface- or deep-level diversity?

Group activity or video at discretion of facilitator.
Assignments to be Completed Prior to Class #4

Read Chapters 13-15.

Complete the following project and write-up:

**Managing in Northeast Ohio**
Research two local companies and critically evaluate through compare and contrast methodology the business environment of each company focusing on at least three of the following key organizational elements: Organizational culture, Social responsibility, Change management strategy, Leadership, Communication, Human resource management, Legal environment i.e., EEO/affirmative action/workforce diversity, and Motivation. Report should be three typed pages and follow the Characteristics of Effective Writing.

Be prepared to discuss the following questions, either as a class or in small groups.

1. How do you, personally, try to restore equity when you perceive you have been treated unfairly?
2. Do you think that behavior is a function of its consequences? Explain.
3. Do you think leadership qualities have to be inborn, or do you think they can be developed?
4. Have you ever been in a position where you were required to lead? What were your primary goals? Who did you turn to for help and shy?
5. Do you read or write blogs? What makes a good (or bad) blog? Do blogs have a place in the corporate environment? Why or why not?
Case 3: From MGMT IRCD

SONY HEADQUARTERS
Tokyo, Japan. Since becoming Sony’s CEO, you’ve spent 10 days a month in Tokyo, 10 days a month at Sony’s New York City office, and 10 days a month at home in London. So after yet another long international flight, you return exhausted to your Tokyo hotel room. When the travel wears you down, you sometimes question why you took this job. You didn’t actively campaign for the position. However, the board and the previous CEO picked you because they felt an “outsider” was needed to shake Sony out of its funk. As head of Sony’s U.S. operations, you restored profitability by cutting $700 million in costs and laying off one-third of the employees. More importantly, though, you were able to get Sony’s entertainment, electronics, and games units to work together. So why are you an outsider if you turned around a Sony Division? Well, it’s simple. Unlike Sony’s previous CEOs, you’re not Japanese and you’re not an engineer.

Sony was in terrible shape when you took over, posting its first loss in more than a decade after a series of embarrassing business mistakes, including Sony BMG’s music copy protection software (which installed itself on computers when music was played and unintentionally made computers vulnerable to hackers), and flawed laptop batteries (which overheated and occasionally caught fire). The most visible and expensive mistake, though, was the long delay in introducing Sony’s new PlayStation 3 videogame console. By the time the PlayStation 3 came out, Microsoft had already sold 10 million of its competing Xbox 360 game stations, cutting significantly into Sony’s market share. And, with the Xbox 360 priced at a relatively cheap $400, Sony’s $700 price for the PlayStation 3 will barely cover costs. So, not only was the PS3 late, it won’t be adding the $2 billion in annual profits that it was supposed to deliver.

Some of Sony’s problems lie in its competitive corporate culture, which celebrates the success of maverick innovators who did what was needed, including going around their bosses, to bring new, innovative products to market. Consequently, working independently, not communicating, and not collaborating became the norm. That worked when Sony was a smaller and primarily Japanese company, but it no longer works given Sony’s size and global scale (just 25 percent of Sony’s revenues come from Japan). With over 1,000 products, one manager put it best when he said, “Sony’s gotten so big that things don’t connect any more.” One of your top executives explained the problem this way: “I have 35 Sony devices at home. I have 35 battery chargers. That’s all you need to know.” Other signs of the poor communication and collaboration included actively discouraging designers and engineers from listening to customers; the Walkman and PC groups—without consultation—simultaneously bringing new MP3 players to market; and the head of Sony’s videogames division going over his budget by hundreds of millions of dollars without telling the then CEO.

None of those problems are going to get solved unless you can convince your Japanese managers and employees, who criticize you for spending too little time in Tokyo, to follow your lead. Despite your success at Sony’s U.S. division, you’re seen as an outsider because you don’t speak Japanese. So what can you do to improve cross-cultural communication? Beyond that, how do you get Sony’s different divisions to talk to each other and work together? Sony will fail if these groups ignore each other. Finally, how do you change the culture of organizational silence that encourages Sony’s independent managers and employees to not keep their bosses informed about problems? Problem are opportunities, but only if you know about them. If you were in charge at Sony, what would you do?
Class #4

Theme: Leadership in the 21st Century

Objectives:

1. Explain the basics of motivations and the various theories of motivation.
2. Understand how motivation can be used to motivate workers.
3. Determine what leadership is and what makes effective leaders.
4. Know how visionary leadership helps leaders achieve strategic leadership.
5. Understand the communication process and the various kinds of communication in organizations. Recognize effective communication.

Activities:

Facilitator Lecturette; Chapters 13-15.

Discussion of Case 4: Sony Headquarters

Discussion of the questions either as a class or in small groups.

1. How do you, personally, try to restore equity when you perceive you have been treated unfairly?
2. Do you think that behavior is a function of its consequences? Explain.
3. Do you think leadership qualities have to be inborn, or do you think they can be developed?
4. Have you ever been in a position where you were required to lead? What were your primary goals? Who did you turn to for help and shy?
5. Do you read or write blogs? What makes a good (or bad) blog? Do blogs have a place in the corporate environment? Why or why not?

Group activity or videos at discretion of the facilitator.
Assignments to be Completed Prior to Class #5

Read Chapters 16-18.

Complete the following project and write-up:

Current Management Issue.

Research a current management issue and write an 8-10 double-spaced page paper about this issue, and proposed means to address the issue. Please be sure to note the hoped-for resolution of this issue or problem and how your proposal will accomplish this result, if applicable. Prepare a 10-15 minute presentation of this issue using PowerPoint or some other means to present appropriate visuals.

Prepare 10-15 minute presentation for class on the issue you chose. See rubrics at end of module.
Class #5

Theme: Control in the 21st Century

Objectives:

1. Examine steps in the control process and the various methods that managers can use to maintain control.
2. Describe the behaviors, processes, and outcomes that today’s managers are choosing to control in their organizations.
3. Examine the strategic importance of information and the characteristics of useful information.
4. Discuss the role of productivity and their importance in managing operations.
5. Know the difference between a service business and a manufacturing operation.

Activities:

Facilitator Lecturette; Chapters 16-18.

Management Issues Presentations by students

Appropriate video, if time permits.

Course Evaluation

Hand Out Take-home Final Exam
Manager in the Business Environment
Management Issue Presentation Evaluation
(used in conjunction with Grade Requirements from module)

Student: ___________________________ Article: ___________________________

Timeframe

10-15 minutes (Includes time for discussion)

Presentation/Discussion 0 – 50 points

• Logical sequence of subject matter, for example: Introduction, explanation of situation, analysis, conclusion
• Speaking skills: Clear/understandable, volume, pace, eye contact with audience, avoided use of jargon, body language, etc.
• Used various presentation techniques to involve all learning styles
• Effectively initiated and lead discussion
• Effectively controlled discussion (kept on track, handled conflicts, kept discussion going, limited discussion as necessary, etc.)

Content and Critical Thinking 0 – 50 points

• Issue is a current event and concepts are relevant to course material assigned
• Clearly and effectively summarized issue and situation
• Incorporated appropriate learned concepts & theories from the text, and classroom learning to describe and assess situation. Used technical terms (not just descriptions of theories)
• Presented objective analysis, including personal insight if applicable, of issues and/or concepts based upon course material, going beyond the obvious symptoms to uncover root causes and solutions
• Effectively concluded with accurate summary tying issue, course material and discussion together.

Additional Comments:

Grade _________
Manager in the Business Environment
Management Issue Paper Evaluation
(Used in conjunction with Characteristics of Effective Writing from Module)

STUDENT ____________________________

Completeness of Assignment 5
Followed instructions provided Yes/No

Organization 5
Logical Sequence of Subject Matter Yes/No

Theory and Critical Thinking 60
Clearly and effectively summarized organization and situation.
Presented sufficient quality and quantity of evidence for argument, evidence for each claim or issue, reflects knowledge of course.
Comes to appropriate conclusion based on evidence. Student’s proposed recommendations and time line for implementation makes sense for organizational environment and have potential to succeed as outlined.

Presentation 30
Writing Skills: Grammar, spelling, punctuation, language skills

Composition: Paragraph and sentence construction, format

Citations: Properly formatted and cited quotations, paraphrases and sources of original ideas and opinions of others

Additional Comments:

Grade: _____