



University of  
New Haven

## *Theory & Practice of Management*

### SECTION I: Course Overview

**Course Code:** BUS331

**Subject Area(s):** Business

**Prerequisites:** See Below

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This course presents a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for effective and efficient achievement of goals. In addition, the course will also focus in how globalization and technological developments are changing not only today's world's economy, but also companies and managerial skills to run efficient, effective and also ethical organizations. The material covered will be relevant to you, regardless of your career objectives. In all likelihood, you will either be a manager or work with one in any occupation you choose. In the final analysis, we are all managers of our own lives and can benefit by studying to be better managers. The objective of Theory of Management is to enable you to better understand the elements of management and develop the skills that you need to succeed in any modern and global organization and to provide you the most current and up-to-date account of the changes taking place in the world of business management. The fast-changing domestic and global environment continues to pressure organizations and their managers to find new and improved ways to respond in order to maintain and increase their performance. In this course, management theory is discussed and practiced.

### LEARNING OBJECTIVES

#### Cognitive / Knowledge skills

- explain the history of management as it relates to management functions; managerial levels and roles; and the evolving management viewpoints (classical, behavioural, quantitative, systems, contingency, and quality-management)
- define the concept of managerial responsibility for effective and efficient achievement of goals
- develop an understanding of the management functions of planning, organizing, leading, and controlling

### Analytical / Critical Thinking Skills (Oral & Written)

- interpret the contemporary changes in management as it relates to stakeholders; social responsibility; workforce diversification; globalization; international expansion; economic, political-legal and cultural differences
- evaluate the function of planning as it relates to uncertainty; goal setting; formulating, carrying out, and controlling strategy; decision making; and working with others
- assess the function of organizing as it relates to organizational culture; structure; human resources; change; organizational development; and innovation
- weigh the function of leading as it relates to work values, attitudes, and behaviours; perception; motivation; managing conflict; uses of effective groups and teams; leadership; and effective communication
- criticize the function of controlling as it relates to productivity; employee performance; styles; and tools

### Affective & Behavioral / Attitudinal Skills

- demonstrate a heightened appreciation and curiosity for different forms of management
- respond to theories and practice of management on critical-analytical levels appropriate for academic study as well as emotional-ethical levels appropriate for personal interest
- develop management skills to succeed in a global organization
- engage with the host population on the subject of management styles in relation to the host culture

## **PREREQUISITES**

Prior to enrollment, this course requires you to have a background in Business, Management, International Marketing, International Business, or International Relations.

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### **ATTENDANCE POLICY**

This class will meet once weekly for 150 minutes each session. This course also includes sessions dedicated to the Intercultural Learning Workshops. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 4 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation &amp; Moodle</b>	<b>10%</b>
<b>Readings</b>	<b>10%</b>
<b>Assignment 1 (Case Study &amp; Analysis)</b>	<b>10%</b>
<b>Assignment 2 (Case Study &amp; Analysis)</b>	<b>10%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Project &amp; Presentation</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation & Moodle (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)

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You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Readings (10%):** Students’ active participation and deliberations on class readings specifically assigned by the instructor reflect your participation in class discussions. Reading’s assignments may include short class presentation on specific assigned topics and presentations.

**Assignments 1 & 2: Case Studies and Analysis (10% & 10%):** Effective class participation can be manifested in the preparation, analysis and discussion of the many case studies in Management. For each case assigned you are expected to read the material carefully and answer the study questions in bullet point form. These answers are to be collected in class on the day we discuss the case.

Questions on cases are usually of two general types: diagnosis (*What is going on here?*) and action planning (*What would you do in this situation?*) There are no “right” answers to case questions, and real-life cases rarely fit neatly into any one theoretical model. The quality of your answers lies in how well you have organized and laid them out and how well your comments contribute to class learning objectives while displaying an understanding of arguments made by others in class.

**Final Project & Presentation (20%):** Specific 5/10 minute-long reports on Management affairs and cases will be assigned and scheduled individually and will be presented to the class. Assignments turned in late will receive one-half grade lower than they would earn if on time.

You may prepare a slide presentation file for your presentation, (at least 10 slides) but this will depend on the topic that you will present. This document must include the sources that you used to prepare the *exposé* (books, academic/press articles, internet sites, interviews etc.).

Always use the appropriate academic reference style when citing your sources. Do not neglect to make note of your sources during the preparation of your work in a conscientious manner so that you may cite them appropriately in your final report and avoid the pitfalls of plagiarism.

The evaluation of your individual presentation will be based upon the following elements:

- Presentation & Communication Skills: 40%
  - (Organization of the *exposé*, engaging tone of voice, eye contact with the audience, eloquence and ease at delivery).
- Content of the Report: 60%
  - (Depth of research, quality and pertinence of sources consulted, knowledge of the topic, clarity of analysis, capacity to synthesize the elements examined into a coherent whole).

**Midterm Exam & Final (20% & 20%):** The midterm and final exam are designed to establish and communicate to you the progress you have made towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures

and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment. The following experiential learning activities are recommended for this course:

**Field Studies:**

- Field Visit 1: Visit to *Barcelona Activa* (Entrepreneurship Centre)
- Field Visit 2: Visit to *IKEA* or another similar company

**Guest Speakers:**

- Head of Human Resources at PEPSICO or another similar company
- International manager at N3N or another similar company

**AICAP Activity:**

- Changemakers in Action

**REQUIRED READINGS**

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Gareth R. Jones, and Jennifer M. George (7<sup>th</sup> Edition, 2017). *Essentials of Contemporary Management*, NY: McGraw-Hill

Several articles from *The Wall Street Journal (2015)* will be selected to be discussed in class

- II. SELECTED ARTICLES:** Additional selected articles for this course are listed below. You will not need to purchase these articles; the instructor will provide these selected readings to you in class (either in paper or electronic format); or they can be access via the UNH online library.

Arruñada, Benito and Vazquez Xose H... (2006) “When Your Manufacturer Becomes Your Competitor”, Harvard Business Review. pp 135-159, September.

Beer, Michael. (2006) “Big Shoes to Fill”, Harvard Business Review. Case Study pp 43-47, May 2006 Christensen, Clayton M. Marx, Matt and Stevenson, (2006).

Christensen, Clayton M. Marx, Matt and Stevenson, (2006) “The tools of Cooperation and Change”, Harvard Business Review pp 73-80, 79-80. October.

Kotler, Philip, Rackham and Krishnaswamy. (2006) “Ending the War between Sales and Marketing”, Harvard Business Review. pp 68-78, July-August.

Rappaport, Alfred (2006) “Ten Ways to Create Shareholder Value”, Harvard Business Review. pp 66-77, September.

Stewart, Thomas A. (2006) “Growth as a Process”, Harvard Business Review. pp 60-70, June.

Useem, Michael. (2006) “How Well-Run Boards Make Decisions”, Harvard Business Review. pp 130-138, November

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Beeson, John. (2006) "Indispensable" Harvard Business Review. Case Study pp 37-42, September.

Business Week (2005) "The Man Who Invented Management", November 28.

Case Study 1: Imaginarium "The first ten years of a retail chain store of exclusive (chain-owned operated, or franchised educational toy stores targeting children from birth to eight or nine years old,(2004) IESE.MT-25-E, 5-504-033.

Farrell, Diana. (2006) "Smarter Offshoring", Harvard Business Review. pp 85-92, June.

Hurley, Robert F. (2006) "The decision to Trust", Harvard Business Review. pp 55-62, September.

Jones, Geoffrey G. (2006) "The Rise of Corporate Nationality" Harvard Business Review. pp 20-22, October.

Khanna, Tarun and Palepu, Krishna G. (2006) "Emerging Giants", Building World-Class Companies in developing Countries. Harvard Business Review. pp 60-69, October.

Lee, Don Y, and Dawes Philip L. (2005) "Guanxi, Trust and Long term Orientation in Chinese Business Markets", Journal of International Marketing. pp 28-35. Vol. 13, No 2. ISSN1069-031X

Levitt, Theodore. (2006) "What Business are you In?" Harvard Business Review. pp 127-151, October. reprint R0610J.

Los Angeles Times (1999) "Rebuilding Japan with the Help of 2 Americans", Home Edition Page: U-8. October 25.

Mintzberg, Henry (2004) "[Third Generation Management Development](#)", *Training and Development*, March.

Mintzberg, Henry and Van der Heyden, Ludo (2000) "[Re-viewing the Organization](#)", *Ivey Business Journal*, September/October.

Paton, Scott M (1986) "Four Days with W. Edwards Deming Deming's 14 Points" reprinted from *Out of the Crisis* by W. Edwards Deming by permission of MIT and W. Edwards Deming. Published by MIT, Center for Advanced Engineering Study, Cambridge, MA 02139.

Peters, Tom (2008) "Excellence for 'The Rest Of Us' a 'Book' for 'Real People', Working in 'The Real World' in 2008", pp 7-11.

Shimoni, Baruch and Bergman Harriet. (2006) "Managing in a Changing World", *Academy of Management*. pp 76-89, August.

Stratton, Brad (1994) "Gone But Never Forgotten", *Quality Progress*, March.

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

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- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.
  1. <http://www.henrymintzberg.com/>  
Contemporary management education does a disservice by standardizing content, focusing on business functions (instead of managing practices) and training specialists (rather than general managers). More than 140 management articles.
  2. <http://www.tompeters.com/freestuff/index.php>  
Tom Peters founded Tom Peters Group in Palo Alto, California in 1984. Reuben Harris and a close group of associates worked with clients who were keen to implement the core ideas from *In Search of Excellence*. Five categories; Diagnosis and clarification of organization change issues, Design of interventions or workshops, Facilitators and trainers of group events, Advisors, coaches or non-exec directors.
  3. <http://time-management.bestmanagementarticles.com/>  
This business article directory was conceived to give you daily the freshest ideas of business management experts in such fields as customer relationship management, performance management, project management, change management, financial management, human resources management, performance management, small business management, inventory management, business strategies, and many more.
  4. [www.bcg.com](http://www.bcg.com)  
BCG is founded by Bruce D. Henderson as the Management and Consulting Division of the Boston Safe Deposit and Trust Company - itself a subsidiary of The Boston Company. Henderson had earned an undergraduate degree in engineering from Vanderbilt University before attending Harvard Business School (HBS). He left HBS ninety days before graduation to work for Westinghouse Corporation, where he became one of the youngest vice presidents in the company's history. He would leave Westinghouse to head Arthur D. Little's management services unit before accepting an improbable challenge from the CEO of the Boston Safe Deposit and Trust Company to start a consulting arm for the bank.
  5. <http://www.skymark.com/resources/leaders/ishikawa.asp>

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Kaoru Ishikawa wanted to change the way people think about work. He urged managers to resist becoming content with merely improving a product's quality, insisting that quality improvement can always go one step further.

6. [http://www.mindtools.com/pages/article/newTMC\\_87.htm](http://www.mindtools.com/pages/article/newTMC_87.htm)

Quality defects have significant costs associated with them – some of the most obvious being money, time, resources, and lost reputation. And programs to eliminate quality defects can be expensive and time consuming.

7. [www.belbin.com](http://www.belbin.com)

Meredith Belbin graduated in Classics and Psychology at Clare College, Cambridge. In the capacity of consultant, Dr. Belbin has advised the OECD, the US Department of Labor, the Commission of the EEC and many manufacturing companies and public service organizations.

**COURSE CALENDAR**  
*Theory & Practice of Management*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p><b>Course Introduction:</b> Review Syllabus, Classroom Policies</p> <p><b>Introduction to Management:</b> Why Study Management Theory?</p> <p><b>Key Management Theories:</b> The Evolution of the management Theory</p>	Course Overview	In-class Information Sheet
	<p><b>Chapter 1</b> <b>Introduction to Management / The Scientific Management School - (SMT)</b></p>	Lecture & Discussion	Essentials of Contemporary Management. Chapter 1
2	<p><b>Chapter 2</b> <b>Values, Attitudes, Emotions, and Culture:</b> The manager as a person</p>	Lecture & Discussion	Kotler, Philip Rackham and Krishnaswamy. (2006) "Ending The War between Sales and Marketing." pp 68-78
3	<p><b>Chapter 3</b> <b>Managing Ethics &amp; Diversity</b></p>	<p>Lecture &amp; Discussion</p> <p>Exercises &amp; Roles discussion - How to react in certain blurry ethical dilemmas? Which are the best recommendations to follow?</p>	Essentials of Contemporary Management. Chapter 3
4	<p><b>Chapter 4</b> <b>Managing in the Global Environment</b></p>	<p>Lecture &amp; Discussion</p> <p>Exercises</p>	<p>Essentials of Contemporary Management. Chapter 4</p> <p>Useem, Michael. (2006) "How Well-Run Boards Make Decisions" pp 130-138</p>
5	<p><b>Chapter 5</b> <b>Decision Making, Learning, Creativity, and Entrepreneurship</b></p>	Discussion & Exercises	<p>Essentials of Contemporary Management. Chapter 5</p> <p>Article for discussion: Beer, Michael. (2006) "Big Shoes to Fill" pp 43-47</p>
	<p><b>Field Study:</b> Barcelona Activa</p>	Field Study	<b>Post-field study:</b> Barcelona Activa: its role in supporting Entrepreneurs. Reflections and thoughts.

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6	<b>Guest Speaker:</b> Head of Human Resources at PEPSICO	Guest Speaker	<b>Post- activity study:</b> Prepare paper Barcelona Activa: its role in supporting Entrepreneurs. Reflections and thoughts.
	<b>Chapter 6</b> <b>Planning, Strategy &amp; Competitive Advantage</b>	Lecture & Discussion	Essentials of Contemporary Management. Chapter 6
7	<b>Chapter 7</b> <b>Designing Organizational Structure</b>	Lecture & Lecture & Exercise in teams  Class exercise: How to carry out effective performance appraisals. How to set up effective goals for different “simulated” positions	Essentials of Contemporary Management. Chapter 7 <b>*Papers must be handed in</b>
8	<b>Chapter 8</b> <b>Control, Change &amp; Entrepreneurship</b>	Lecture & Discussion  Review for Midterm	Article for discussion: Rappaport, Alfred (2006) “Ten Ways to Create Shareholder Value” pp 66- 77
9	<b>MIDTERM</b>		
10	<b>Chapter 10</b> <b>Leaders &amp; Leadership</b>	Lecture & Discussion	Essentials of Contemporary Management. Chapter 10
11	<b>Chapter 11</b> <b>Effective Team Management</b>	Team-discussion	Essentials of Contemporary Management. Chapter 11  Article for discussion: Stewart, Thomas A. (2006) “Growth as a Process” pp 60-65
12	<b>Chapter 12</b> <b>Building and Managing Human Resources</b>	Lecture & Discussion	Essentials of Contemporary Management. Chapter 12  Article for discussion: Christensen, Clayton M. Marx, Matt and Stevenson, (2006) “The tools of Cooperation and Change” pp 73-77  <b>*Papers Must Be Handed In</b>

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13	<p align="center"><b>Chapter 13</b>  <b>Communication &amp; Information Technology Management</b></p> <p align="center"><b>Field Study:</b>  IKEA</p>	<p align="center">Lecture &amp; Discussion  Field Study</p>	<p>Essentials of Contemporary Management.  Chapter 13</p> <p><b>Post- field study:</b> Prepare paper</p>
14	<p align="center"><b>Guest Speaker:</b>  International Manager at N3N</p> <p align="center"><b>Chapter 14</b>  <b>Operations Management:</b>  Managing Vital Operations and Processes</p>	<p align="center">Guest Speaker</p>	<p><b>Post- field study:</b> Prepare paper</p>
		<p align="center">Lecture &amp; Discussion</p>	<p>Essentials of Contemporary Management.  Chapter 14</p> <p>Arruñada, Benito and Vazquez Xose H. (2006)  “When Your Manufacturer Becomes Your Competitor” pp 135-159</p>
15	<p align="center"><b>FINAL EXAM/FINAL PRESENTATIONS</b>  <b>*PAPERS DUE</b></p>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)