Master Syllabus
College of Business & Economics, University of Hawaii at Hilo

MGT 300
Management, Organizations and Human Behavior

I. Catalog Description:
   A. Survey of classical and modern management theory and practice. Management implications of organization theory. Basic concepts in work motivation, communication, group dynamics, leadership, organizational change, conflict, and personality.

   B. Prerequisites:
      Courses or Class Standing: Admission to Professional Business Program, COM 251, and ENG 209

   C. Justification: Fundamental communication skills are an important part of the preparation for management, and an integral part of the pedagogy used in this class.

II. Course Learning Outcomes: Upon completion of this course, students should know or be able to:
   1. Evaluate management research and explain the difference between a valid scientific study and the claims found in popular books and magazines
   2. Define and use the terminology and jargon of management correctly. Learn to talk like a manager and to understand what managers are concerned about.
   3. Articulate the extra-organizational issues that today’s managers face, such as globalization, workforce diversity, and the change in the corporate social contract.
   4. Identify basic theories of management in the areas of leadership, motivation, personality, organizational politics, and organizational culture.

III. Course Materials: An introductory text in the principles of management and organizational behavior. Additional materials may be used at the faculty member’s discretion, including but not limited to outside reading in business periodicals, case materials, videotapes, study guides, and internet research. Currently we use Stephen Robbins, Organizational Behavior.

IV. Teaching Methods: The course may involve any or all of the following approaches: lecture/discussion, application exercises, independent research, team projects, in-class group activities, student presentations.

V. Evaluation Tools: Typically several examinations, including a final examination, individual student writing assignments that involve the critical analysis of an issue or event with management implications and in-class presentations. Other evaluation techniques such as quizzes and graded exercises may be used.

VI. Course Content:
A. **Typical major course topics will include:**

1. Varying views of basic management functions, and their historical foundations.
2. Contemporary forces bringing change to traditional management roles and functions.
3. Managerial ethics and the social responsibilities of corporations.
4. Management planning and decision-making at the strategic and tactical levels.
5. Contemporary and historical approaches to the design of organizations.
7. Leadership.
8. Motivation theory and practice, with implications for the design of work.
9. Organizational in interpersonal communication.
10. Group and team dynamics, and their implications for management and the design of organizations.
11. Organizational culture and commitment.
12. Change in organizations
VII. Support of Program Learning Objectives

<table>
<thead>
<tr>
<th>Program Learning Objective</th>
<th>Course Learning Objective(s) Supporting</th>
<th>Targeted Course Performance Level*</th>
<th>Possible Contributions to Program Assessment</th>
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</thead>
<tbody>
<tr>
<td>Objective 1. To demonstrate comprehension* of the fundamental principles of essential business functions.</td>
<td>3,4</td>
<td>D</td>
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<tr>
<td>Objective 2. To demonstrate comprehension* of the relationship of business to individuals, government, society, and other organizations.</td>
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<td>I</td>
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<tr>
<td>Objective 3. To express ideas clearly, logically, and persuasively in oral and written communication.</td>
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<td>D</td>
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<td>Objective 4. To demonstrate knowledge* of the challenges and opportunities of working effectively with other people in a diverse environment.</td>
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<td>Objective 5. To demonstrate comprehension* of how ethical issues and responsibilities affect decisions and actions.</td>
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<td>Objective 6. To demonstrate the ability to analyze* information critically, regardless of form.</td>
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<td>Objective 7. To demonstrate the ability to analyze* complex, unstructured qualitative and quantitative problems, using appropriate tools and technology.</td>
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<td>I</td>
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<td>Objective 8. To demonstrate knowledge* of the role of community service in their future professional careers.</td>
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* I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery, Blank=Not Treated in this Course

Definitions of Student Mastery Levels from Barbara Meguro – These set performance levels that are somewhat parallel to Bloom’s Taxonomy.

I = The student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer “objective, multiple-choice, fill-in the blank” type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

D = the student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more
than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

M = the student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, and capstone coursework would be used as evidence.