Global Management and Organizational Behavior (BUS 315)
Fall 2013

D. P. S. Bhawuk, Ph. D.  
Office: C 402 C  
Days: Fri  
Time: 9 to 11:45 am  

Office Hours: By Appointment  
Class Room: G103  
Tel: 956 – 8732 (W); 955 – 2052 (H); 342 2939 (C)  
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TEXT Book and Assigned Readings

Kinicki, Management 6th edition, (available free in electronic format from McGraw-Hill) will be used as a general guide for the content of the course.

http://connect.mcgraw-hill.com/class/d_bhawuk_bus_315_Fall_2013

Course Objectives

This is a foundation course and the objective is to introduce you to the field of management by providing a thorough understanding of some fundamental concepts like planning, organizing, coordinating (e.g., leadership, motivation, team building, etc.), and controlling (e.g., quality control, diversity management, ethics, etc.). You will be exposed to some critical managerial skills (e.g., using Gantt charts, time management, performance appraisal, public speaking, effective organizational communication, critical thinking using both written and oral media, managing superiors, subordinates, and peers, etc.) to launch you on a journey of life-long learning. This course will give you an insight in what organizations are, and how managers run them. You will also learn to use some of the skills learned in this course to manage your personal life. A major objective of this course is to get you excited about a career in management, and to become a self-directed life-long learner.

We will also examine all managerial behaviors from ethical perspectives. Ethics and Corporate Social Responsibility (CSR) will be discussed throughout the course, every week, and will be synthesized in the final week.

Class Structure
A variety of methods like lecture, group discussions, experiential exercises, case studies, and films will be used. To help you develop skills to work in groups, you will do many group exercises in the class.

You will come prepared to celebrate your learning (COL) every week and share it in a small group at the beginning of class. The objective is to take charge of your learning, and to share ideas in small groups in one, two or three minutes. This will allow us to start the class on a positive note, you can learn from each other, and practice making short presentations.

**Evaluation**

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<tr>
<td>Midterm</td>
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<td>Final</td>
<td>300</td>
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<td>CONNECT Assignments</td>
<td>500</td>
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<td>Class participation</td>
<td>100</td>
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**Grade**

- A: $900 \leq$ 800
- B: $900 > 800$
- C: $700 \leq$ 800
- D: $600 \leq$ 700
- F: $< 600$
Class Schedule

Week 1, 2, & 3:  INTRODUCTION TO MANAGEMENT
- Course overview
- Roles of a manager and Management Careers
- Management: A Historical Perspective
- Managing Globally

Week 4 & 5:  Planning and Decision Making
- Organizational Objectives
- Fundamentals of Planning
- Strategic Planning and Planning Tools
- Making Decisions

Week 6, 7, & 8:  Organizing
- Fundamentals of Organizing
- Responsibility, Authority, and Delegation
- Managing Human Resources, Groups, & Corporate Culture
- Organizational Change and Stress

MID-TERM EXAMINATION: OCTOBER 11, 2013

Week 9, 10, & 11:  Coordinating
- Attitudes, Perception, Learning, and Personality
- Communication
- Motivation
- Leadership

Week 12 & 13:  Controlling
- Principles of Controlling
- Quality Control
- Diversity Management

Week 14 & 15:  Synthesis
- Ethics and Corporate Social Responsibility

FINAL EXAMINATION: DECEMBER 16, 2013 (9:00 AM to NOON)
INTRODUCTION TO MANAGEMENT

GLOBAL BUSINESS

PLANNING & DECISION MAKING

ORGANIZING

DIRECTING
LEADERSHIP

CHANGE MANAGEMENT

HUMAN RESOURCE MANAGEMENT

TEAM BUILDING
20. Three steps to building a better top team. By: Kruyt, Michiel; Malan, Judy; Tuffield, Rachel. McKinsey Quarterly, 2011, Issue 1, p113-117, 5p, 1 Color Photograph

**CONTROLLING**

22. **What countries can do about cutting carbon emissions.** By: Enkvist, Per-Anders; Nauclér, Tomas; Riese, Jens; Farrell, Diana; Remes, Jaana. *McKinsey Quarterly*, 2008, Issue 2, p34-41, 8p, 1 Color Photograph


**ETHICS**


**QUALITY**


**POLICIES**

- **PLAGIARISM** will result in failing grade for the course. Copying a paragraph from a source without citing it is an example of plagiarism.
- PLEASE TAKE THE TUTORIAL Plagiarism 101! And the TEST ON LINE (it comes on page 8 of the tutorial). THIS WILL HELP YOU NEVER TO PLAGIARIZE.
- **Plagiarism 101!**
  [http://www.cte.hawaii.edu/plagiarism/plagiarism_1.html](http://www.cte.hawaii.edu/plagiarism/plagiarism_1.html)
- **How to avoid plagiarism** (Drew University) Examples and corrections.
- **Plagiarism: What It is and How to Recognize and Avoid It** (Indiana University)
- **Academic Integrity at Princeton** (Princeton University) A booklet containing "guidance on plagiarism, false citation, and unauthorized multiple submission"
- **Late submissions will NOT be accepted.**
- **Late comers will be marked ABSENT.**
- **If you are ABSENT for THREE times, you will get an F GRADE.**
My Teaching Philosophy

Teaching is a complex process of multiple interactions between the teacher and students in the classroom, and outside the classroom. I try to keep my classroom environment friendly, and have a dialogue, which requires two-way communication. I try to get the students involved in the learning process.

- **Application of Theory Y in the Classroom:** Every student is interested in learning, will take responsibility for learning, and will rise to the occasion if challenged, if the professor is enthusiastic about teaching, is accessible, is open to student feedback, gives timely feedback, and rewards performance. You are responsible for your learning, and you can learn what you want. Make your own schedules of submission of individual assignments, and focus on your individual learning goals while doing the assignments.

- **Celebration of Learning:** Rather than telling student what they don't know, I prefer to focus on what they have learned, and spend the first 15 minutes of the class on what individual students have learned in the past week. This approach strengthens the Theory Y approach in that it keeps students' learning at the center.

- **Students as Customers:** I treat students like customers and try to meet their individual needs and demands within the realm of fairness to all. I encourage you to negotiate a learning contract with me that serve your unique needs.

- **Respect for Diversity:** Every student is different and every class is different. Therefore, I approach every class with an open mind, consider the uniqueness of every individual, and try to fine tune with the spirit and energy level of the class. This also helps individual students to focus on their individual learning needs.

- **Integration of Theory and Practice:** I think it is my duty as a professor to expose the students to the latest theories, ideas, and thinking in the field, and invite them to think of ways of applying them in the workplace. I believe in the Lewian philosophy: THERE IS NOTHING SO PRACTICAL AS A GOOD THEORY!

- **Presentation of Current Knowledge:** I include current articles for both the graduate and undergraduate courses that I teach, and include recent findings in my lectures. This allows me to keep on top of the subject matter, and the students get current knowledge.

- **Student Participation in the Learning Process:** I allow students to influence the course structure with their input. I only propose the submission dates for assignment, and students decide their own schedule. I also allow them to reschedule, if necessary. However, since managerial life is full of deadlines, I remind them that they should respect their self-made schedule. This allows them to balance their schoolwork and social life.

- **Interaction with Students:** I try to be friendly and approachable to students. To achieve this, I start my class with jokes. Not all of them fly, but that makes the task all the more challenging. Also, if I make a mistake, I say sorry. I reflect on my interactions with students, and avoid being defensive. I prefer to look at my students as a whole human being, and I am happy to listen to their personal problems, and this has helped many students pull themselves through difficult personal times.

- **Grading Philosophy:** Grades are like wages earned and should be linked to effort. Therefore, I allow opportunities for improving assignments, and also students can negotiate extra-credit opportunities.
ecute Readings ✌

Objective: Read all of them before you graduate ☺

INTRODUCTION TO MANAGEMENT
Mastering the language of management systems. By: Peters, Thomas J. McKinsey Quarterly, Spring81, Issue 1, p41-68, 28p

GLOBAL BUSINESS
China's new pragmatic consumers. By: Atsmon, Yuval; Magni, Max. McKinsey Quarterly, 2011, Issue 1, p22-23, 2p, 1 Graph
Capturing the world's emerging middle class.  By: Court, David; Narasimhan, Laxman.  McKinsey Quarterly, 2010, Issue 3, p12-17, 6p, 1 Diagram, 1 Chart
Reflections on Russia.  By: Beltyukov, Alexei; Kondo, M. James; Lewis, William W.; Obermayer, Michael M.; Palmade, Vincent; Reznikovitch, Alex.  McKinsey Quarterly, 2000, Issue 1, p20-41, 23p, 8 Charts, 1 Graph
China can learn from Japan on cleaning up the environment.  By: Emmott, Bill.  McKinsey Quarterly, 2008, Issue 4, p124-129, 6p
PLANNING & DECISION MAKING
'Power curves': What natural and economic disasters have in common.  By: Zanini, Michele.  McKinsey Quarterly, 2009, Issue 4, p10-13, 4p, 1 Graph
The three horizons of growth.  McKinsey Quarterly, 2009, Issue 4, p112-112, 1p, 1 Graph
Managing your organization by the evidence. By: Leslie, Keith; Loch, Mark A.; Schaninger, William. McKinsey Quarterly, 2006, Issue 3, p64-75, 12p, 1 Chart, 1 Graph
'There's no such thing as an effective countrywide strategy' By: Bava, Zeinal. McKinsey Quarterly, 2011, Issue 2, p62-71, 10p, 1 Color Photograph, 1 Diagram, 1 Graph
Building the supply chain of the future. By: Malik, Yogesh; Niemeyer, Alex; Ruwadi, Brian. McKinsey Quarterly, 2011, Issue 1, p62-71, 10p, 1 Black and White Photograph
The case for behavioral strategy. (cover story) By: Lovallo, Dan; Sibony, Olivier. McKinsey Quarterly, 2010, Issue 2, p30-43, 14p, 5 Color Photographs, 3 Charts
Mintzberg, Henry. The Fall and Rise of Strategic Planning. Harvard Business Review, Jan/Feb1994, Vol. 72 Issue 1, p107-114, 8p,

ORGANIZING
To centralize or not to centralize? By: Campbell, Andrew; Kunisch, Sven; Müller-Stewens, Günter. McKinsey Quarterly, 2011, Issue 3, p97-102, 6p
The multilocal challenge: Managing cross-border. By: Ghislanzoni, Giancarlo; Penttinen, Risto; Turnbull, David. McKinsey Quarterly, 2008, Issue 2, p70-81, 12p, 1 Color Photograph, 1 Diagram, 1 Chart
When organization isn't enough. By: Fraser, Cathy H.; Strickland, Warren L.. McKinsey Quarterly, 2006, Issue 1, p9-11, 3p, 1 Color Photograph, 2 Charts


Beyond the business unit. By: Eisenstat, Russell; Foote, Nathaniel; Galbraith, Jay; Miller, Danny. McKinsey Quarterly, 2001, Issue 1, p54-63, 10p, 1 Diagram


DIRECTING

LEADERSHIP


Managers and leaders: are they different? By: Zaleznik, Abraham. McKinsey Quarterly, Spring78, Issue 1, p2-22, 21p

Leadership lessons for hard times. By: Carey, Dennis; Patsalos-Fox, Michael; Useem, Michael.

McKinsey Quarterly, 2009, Issue 4, p52-61, 12p, 1 Color Photograph, 1 Chart


Do you have the right leaders for your growth strategies? By: Herrmann, Katharina; Komm, Asmus; Smit, Sven. McKinsey Quarterly, 2011, Issue 2, p22-26, 5p, 2 Graphs

CHANGE MANAGEMENT


Building an effective change agent team. By: Arrata, Philippe; Despierre, Arnaud; Kumra, Gautam.


Where have all the leaders gone? By: Bennis, Warren G. McKinsey Quarterly, Autumn77, Issue 3, p32-45, 14p
HUMAN RESOURCE MANAGEMENT
TEAM BUILDING
CONTROLING


ETHICS


Controlling corporate misconduct. By: Stone, Christopher D.. McKinsey Quarterly, Winter'78, Issue 4, p60-70, 11p, 1 Cartoon or Caricature


The UN's role in corporate social responsibility. By: Blair, Maria; Bugg-Levine, Antony; Rippin, Tom. McKinsey Quarterly, 2004, Issue 4, p21-23, 3p, 2 Charts, 1 Cartoon or Caricature


QUALITY
