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## WAIVER EXAM COURSE SYLLABUS

**MGGB6613** Fundamentals of Management

The following is a sample course syllabus for the Winter 1998 semester:

**FORDHAM UNIVERSITY**

**Graduate School of Business**

**MGGB6613(004)**

**FUNDAMENTALS OF MANAGEMENT**

**Continuity, Change, and Transformation**

Winter 1998

Professor James A.F. Stoner

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Lincoln Center Campus

Tuesdays, 4:00-5:30 and 10:00-11:00

Tarrytown Campus

Wednesdays, 7:00-7:45 and 10:10-11:00

other times are also available by appointment

note: the times listed are set aside for discussions in my office, but I may not be there if I have no appointments; so, please make an appointment if you want to make *certain* that you catch me on a specific day

**OVERVIEW OF THE COURSE**

**KEY ELEMENTS OF THE COURSE**

Goals: Ideally, this course will eventually be a required first term course for all Fordham MBA candidates. This term most class members will not be first-termers, but we will seek a set of goals especially appropriate for a first-term-at-Fordham course. Those goals are:

1. have fun
2. work hard (and efficiently)
3. learn a lot
4. earn high grades
5. have a successful (enjoyable and productive) experience working in a team
6. integrate the course with your life and work experiences (past and present)

Key elements: The course has seven key elements:

1. the *content goal* of achieving a reasonable level of **managerial and organizational literacy**,
2. the *presentation* of a **vision** of the emerging new management paradigm (which might bear such names as A world class managing or A dynamic tqm - dynamic total quality management),
3. the *explicit recognition* that most or all of us currently work in and with organizations that are managed in ways **far short of that vision** (we can call the ways our organizations are currently managed A Partial quality management ),
4. the *intention* of encouraging class members to integrate the course material as much as feasible with their **current work, family, and life situations** and to support class members in making progress in **improving their performance and satisfaction** in all three areas,
5. a *structure* of the course that emphasizes **team-based shared learning**,
6. three *An Ideal purposes* related to your **career, life, and contribution** to your employing organization (if you are currently working), and
7. a *meta-theme* of an emerging global quality management technology.

**Managerial and Organizational Literacy:** The primary resource for pursuing managerial and organizational literacy is a well-established management textbook (Stoner, Freeman, and Gilbert, *Management*, 6th edition, Englewood Cliffs: Prentice Hall, 1995) called *Mgmt* hereafter. The prof's goal for the class members is for them to achieve a pretty solid understanding and recall of the content of all but a few chapters in the book.

**Vision of the New Paradigm:** The primary resource for gaining a vision of the emerging new management paradigm is a monograph seeking to describe the newly emerging global management paradigm (Stoner and Wankel, *World Class Managing: Two Pages at a Time - Book I*, New York: Fordham GBA, 1990) Called *WCM2P* hereafter. The prof's goal for the class members is for them to achieve a pretty solid understanding and recall of the content of the monograph. If class members do so, they will have at least one vision of the newly emerging paradigm and can use it in the on-going process of creating and re-creating their own vision of what managing and organizational life can and should be.

**Partial Quality Management:** Because most or all of us currently work in and with organizations that are managed in ways far short of A World class status, we will keep an on-going focus on how we can contribute effectively to organizations that frequently make it very hard for us to do our best. We will also be very alert to how organizations we work in and with are evolving toward world class status (or regressing away from it). In the course we will use the term A Partial quality management to emphasize that most organizations have made at least some progress toward world class managing or dynamic tqm, but none have really fully reached that state.

**Integrating Work, A Family/Community, and Learning:** Four elements of the course offer opportunities to integrate work, family/community, and learning: a one page assignment reporting your progress on your course goals, a one page assignment reporting your progress in handling your most pressing problem (or opportunity) at work, a one page assignment reporting your progress in handling your most pressing problem (or opportunity) in relationship to family/community, and a team-based term project. For the purpose of this assignment, the words Family/community are intended to cover all major social relationships: immediate family, very close friends, colleagues at work or in voluntary organizations in which you participate, etc. In a similar manner, learning includes formal study in your Fordham MBA program or any other type of formal or informal learning associated with work and career.

The three short essays provide a vehicle for you to make progress on integrating work, family/community, and learning. The term project provides an opportunity to develop and present an original (and appropriately disguised) case based on one of the team members' current work/career situation. In addition to its relationship to work issues, the case also offers an opportunity to address an issue, situation, or problem relating to family/community or learning or both. (Of course, your team may develop a term project that is not a case, as noted below.)

**Team-based Learning:** One of the characteristics of world class managing is the appropriate and effective use of teams. Even in the organizations that have made the most progress in moving toward world class managing, not all work is accomplished in teams and not all structures and reward systems are built around teams. However, the increased frequency of team use and the learning of ways to use teams very effectively are two of the major trends in the 1990s. The importance of teams is likely to continue, and the course will emphasize improving our skills and enjoyment in team work.

**Ideal Purposes:** Ideally, the professor would like the course to enable you (1) to increase your contributions to organizations with which you work at present and in the future, (2) to increase your enjoyment of your work, and (3) to increase your ability to integrate your working, living, and learning into a fulfilling whole.

To achieve these ends, the course will (1) seek to increase your understanding of the changes occurring to the process of managing around the world, (2) support your efforts to increase your ability to contribute to your organization, (3) provide a forum for your experiments in integrating work, life (outside of work and study), and learning.

**Meta-Theme:** A meta-theme of the course is that the changes occurring in management practices around the world offer the possibility that a global quality management paradigm is emerging. A way of managing that differs somewhat from country to country, industry to industry, company to company, and organizational function to organizational function, but which has a great many fundamental similarities across all of these dimensions. This meta-theme suggests that understanding how this paradigm is emerging and mastering its philosophy and techniques will contribute in a major way to your ability to manage effectively in any country or culture throughout the world.

## **COURSE PROCEDURES**

**Managerial and Organizational Literacy:** We shall assume that class members can read graduate and advanced undergraduate level text material (such as *Mgmt* and *WCM2P*) on their own with reasonable comprehension. Therefore, the first two items will not be discussed very much in class. Progress in achieving managerial and organizational literacy will be assessed on a mid-term and a final examination.

Some of the chapters in *Mgmt* and in *WCM2P* will be directly relevant to a class or case discussion on a particular day. Others will not match any particular case or class session, but are still needed for managerial and organizational literacy. Chapters relevant to a particular session will be assigned for that session. Chapters not fitting a particular session will be assigned at various times in the course to balance the reading load.

**Managerial and Organizational Action:** The primary focus of our class time will be formal and informal experimentation, inquiry, and sharing related to contribution and learning in organizations. Many of our classes will involve discussing cases which are intended to stimulate your thinking about how you can increase your contribution to present and future organizations. The term project is also intended to address the question of contributing more effectively to an organization.

## **SPECIAL SCHEDULING SITUATIONS**

This course is being taught at both the Lincoln Center and Tarrytown campuses. If you would like to attend a Tarrytown session (on Wednesdays at 8:10-10:10) to ease any scheduling problems you may have, please check with me to make arrangements (and to check the Tarrytown schedule, which varies a bit from ours).

We have one special scheduling situation this term that we need to be aware of and to plan around.

11. We need to schedule an extra class session late in the term so that each team has sufficient time to present its term project. (The term project presentation is a major part of the course work and experience has shown (1) that a solid 55 minutes is needed for teams to do their best (and to earn the highest grades) on these presentations and (2) for the class-member audience to have the most enjoyable and best learning experience from them.

We will discuss this schedule situation in class and we will see if we can improve on the schedule adjustment that I have suggested in the syllabus. The adjustment I have suggested is:

1. An extra class session at 8:00 -10:00 pm on Thursday, April 16 for two teams to make their presentations to as many of the class members as can attend.

## **DELIVERABLES**

### **Term Project:**

The class will be divided into teams. (The ideal team size is about five to seven members). Each team will be responsible for leading a class discussion for about one hour during the final class sessions in week 14 and 15. Most teams will develop an own case based upon a current or past work situation of one of the team members' and will lead that case discussion in class. (Although most teams choose to develop and lead a case, other approaches are possible and acceptable to the prof). Experience shows that an excellent presentation and discussion can be conducted in 60 minutes. If things go well, we will have an example of an excellent term project presentation in session #5.

In developing ideas for the term project, it would be valuable for team members to keep in mind the course's emphasis on the emergence of a global quality management technology. Right now, one of the major ways we are experiencing the emergence of that management technology is in the transition of global management from a traditional command-and-control management paradigm to a quality-based world class managing paradigm. Each team will be asked to make an explicit

statement before, during, or after its presentation about how their presentation relates, or does not relate, to that broad theme of transition from traditional management systems to world class management systems. To the extent that term projects can capture this theme, they will add to the sophistication and value of the course.

*Documentation for the term project.* Your true deliverable for the term project is what happens in class when your team makes its presentation. Your session should be valuable and fun for all concerned. Your team is also requested to hand-in, during the last class, any materials that were used in preparing and making the presentation. Handing in this documentation should require no appreciable extra work. It should be just an assembling of items your team accumulated during the term as it developed its presentation. One good way to look at this item is to assume that another team is going to do a presentation just like yours and will try to improve it. So you might say: If another team were to do what we did, using our work as its starting point, what would be helpful for them to have from the items we developed.

### **Essay on What Worked and Did Not Work in the Team:**

Each team will be responsible for writing *one* essay in which the team members discuss: How the team worked together during the term,

How the team evolved over the term, and

What worked and did not work in working together as a team.

This essay should be four to six typewritten pages and is due at the beginning of session 15. (Instructions are in the course notebook (see session 15.)

### **Essays on course goals, work-related problem/opportunity, and family/community problem/opportunity, and acknowledgement letter:**

In session 9, the prof will collect very short progress indicators and reminders on these assignments. The item collected in session 9 will **a single sheet of paper** containing very short outlines of the one page essays you will write toward the end of the term and a list of three possible candidates for your acknowledgment letter. (All four of these items should be squeezable unto just one page for this session 9 deliverable).

During week 14, the prof will collect three one page essays: one describing the actions you took and the progress you made in achieving your own goals for the course, one describing a work-related problem or opportunity you worked on during the term and your progress on handling it, and one describing a family or community-related problem or opportunity you worked on during the term and your progress on handling it. Instructions for these essays appear in the course notebook section for session 14.

During week 14, the prof will also collect a copy of an acknowledgment letter you wrote **and sent or delivered** to someone who contributed to your learning in and enjoyment of the course. You may write this acknowledgement to anyone **except** the prof. The copy you hand in to the prof should have written on it the exact date you mailed or delivered the letter to the addressee. The acknowledgment will be graded in the sense that if it is in on time and is reasonably well written, it will count as an AA on this part of the course. Good acknowledgement letters tell people (1) what they did that you appreciated, (2) how what they did was helpful to you, and (3) how you feel about their contribution. Finally, it will (4) thank them for their contribution. As is noted below, the essays and the acknowledgment letter will be graded in the sense that if they are on time and are

reasonably well written, they will count as an AA on this part of the course.

### NOTES ON CASE PREPARATION:

There will be a number of cases to be prepared before class. For each case, there will be a single page of questions to be addressed in preparing the case. These questions will be attached to the case. Each class member is responsible for

1. reading the case very carefully before class,
2. being prepared to describe the basic situation of the case to start the class (to state the 'facts of the case' at the beginning of the class),
3. answering the questions on the case assignment page (to make things easy and simple, the answers should be written on the front and back (if necessary (of the assignment page)),
4. making a photocopy of that page before class if the answers are not so firmly etched in one's mind that handing in the answers would cause discomfort during the ensuing case discussion, and
5. handing in that page at the beginning of class **if requested** by the prof.

It is possible that these case preparation notes may never be collected. It is also possible that they may be collected more than once during the term.

**Very important point:** When a case is assigned for class, the prof will assume unless he hears otherwise from you **before** the start of class that you are fully prepared to discuss the case. Therefore, if events interfere with your preparation for class, please inform the prof **before the start of class**. (A very short note, such as: AI am not fully prepared. name , would do the job) If informed that you are not fully prepared, the prof will endeavor not to call upon you unless your hand is raised. Your being unprepared will probably not delight the prof, but he will understand an occasional work or family emergency. However, if you are unprepared and that fact emerges during the class discussion rather than before class, the prof will be much less understanding.

### GRADING

Grades will be based on four items with the following percentages assigned to each:

Mini-mid-term exam	15%
Final exam	30%
Term project	30%
Team essay on how the team worked together	5%
Class contributions, acknowledgement letter, one page essays on progress in achieving course goals, dealing with a work-related problem/opportunity, and dealing with a family/community-related problem.	20%

### Mid-Term and Final Exams

A mid-term exam is scheduled for session 6 and the final exam is scheduled for session 15. Both

exams will cover **all** reading material and **all** class events up to the exam session. The exam will also contain questions on class discussions, including case discussions.

The final will be more heavily weighted on material covered after the mid-term, but it will contain some questions on material assigned before the mid-term. (Because the final covers the entire course, it enables the prof to make an occasional special exception for class members who blow the mid-term but Ace the final. In such cases, the prof may consider it appropriate to alter the specified grade weightings and forgive a low mid-term grade).

The purpose of the exams is to give class members an opportunity to demonstrate that they have obtained a solid understanding of the reading and of the class discussions such as important points in a case discussion. In most instances, the questions will not be seeking creativity nor requiring that one go very far beyond the reading or class discussion. The tone is: just demonstrate that you recall and understand what you read or what we talked about in class. The questions will be multiple choice, true/false, and/or short essay. **PLEASE SEE THE SAMPLE MID-TERM EXAM IN THE COURSE 3-RING BINDER.**

**Class contributions (participation), course goals, work-related and family/community-related problem/opportunity, and acknowledgements:** Class contributions will be assessed by the prof to the best of his ability, based upon individuals' contributions to class discussions and other actions that support the classroom experience being a good one for all class members. Being in class is clearly a part of contributing to the class as is being well-prepared for class sessions. **Your presence in class for the team presentations (especially the presentations of the other teams) at the end of the term, is particularly important to the prof.**

The essays on course goals, work-related problem/opportunity, family/community problem/opportunity, and the acknowledgement letter will receive grades of AA providing they are neatly done and handed in on time. Whether or not you reached your course goals or whether or not you made good progress on your work and family/community related problems/opportunities will not influence the grade you receive on these assignments as long as you report your efforts carefully and appropriately. To reassure you that what you say in these three essays about the level of progress you achieve will not influence your grade, the prof will (1) promise not to let what you say enter into your course grade and (2) will try very hard to resist the temptation *even to read* these essays until *after* the course is over and grades have been submitted. However, I may well glance over them briefly to ascertain whether or not they are carefully and thoughtfully prepared.

### **SPECIAL ARRANGEMENTS FOR INTEGRATING AND BALANCING WORK, STUDY, AND FAMILY**

In this course, the prof will be attempting to learn how to support class members more effectively in integrating and balancing their work and study with the rest of their lives. The prof recognizes that the class members have a life outside the classroom (although that may not always be apparent in his actions) and will try a number of things to assist class members to handle disruptive events that can be foreseen in advance and unanticipated emergencies that occur during the term.

The support arrangements, so far, include the following:

1. *Anticipateable conflicts with class attendance:* A form, which is included in the course notebook, requests each class member to report any class sessions (including the special Saturday session) which the member knows now will have to be missed. That sheet will be collected in class session number 2. The prof and class member will work out arrangements to handle the fact that the class must be missed.

2. *Team support:* We will form teams early in the term. In addition to working together on the term project, each team member will be encouraged to support the other team members in doing well in the course, and in being well informed on events in any classes that have to be missed.

3. *Individual acknowledgements:* As part of the course, you are requested to write an acknowledgement note to at least one person who contributed to your learning in and enjoyment of the course. You may write the note to anyone in the class or not except the prof. You are to mail or deliver that note before session 14 and give a photocopy to the prof in session 14.

4. *Individual assignments focused on integration:* The three assignments on defining and achieving your personal goals for the course and for identifying and moving forward on a work-related problem (or opportunity) and a family/community-related problem (or opportunity) are intended to give you a chance to earn course credit (they will be graded) for your efforts to integrate the course with other aspects of your life.

## DETAILED COURSE SCHEDULE

### 1. Tuesday, Jan. 6

#### MANAGEMENT IN TRANSITION

The intention of this session is to explore an organizational change situation (a case to be distributed in class), to start to get to know each other, to form working teams for the term, to tackle a subtle task as a whole class, to remind ourselves how to scan/skim a book effectively, and to get a brief overview of the course.

### 2. Tuesday, Jan 13

#### MANAGEMENT IN TRANSITION - Continued

The intention of this session is to continue getting to know each other, to complete our exploration of one organizational change situation, and to share our visions of outstanding organizations (the Brenda Marlo caselet).

Assignment for this session:

(1) Before doing anything else read the very brief Brenda Marlo caselet and make a list of the six most important aspects, in your view, of an outstanding (world class) organizations. You do not need to discuss your list with anyone else,

(2) Follow the instructions for scanning a book suggested in class in scanning all of *Mgmt*, and all of *WCM2P*.

Reading:

(3) Chapters 1-7, *WCM2P*,

(4) Chapter 1, *Mgmt*, Managing and Managers.

(5) start Chapter 2 *Mgmt*, Evolution of Management Theory

Deliverables:

- (1) Complete the sheet entitled Individual Goals,
- (2) Complete the sheet entitled Amos Pressing Work-Related Problem or Opportunity ,
- (3) Complete the sheet entitled Amos Pressing Family/Community-Related Problem or Opportunity,
- (4) Complete the sheet entitled Anticipateable Schedule Conflicts.

3. Tuesday, Jan 20

#### THE NEW MANAGEMENT PARADIGM

The intention of this session is to start gaining an understanding of the concept of paradigms and paradigm change and of the nature of the global management technology transformation that is occurring, and to learn the Continue, Start, Stop technique.

Assignment for this session:

1. Reading:

- (1) complete reading of Chapter 2 *Mgmt*,
- (2) Chapter 8, *Mgmt*, Quality,
- (3) Chapters 8-14 *WCM2P*

4. Tuesday, Jan 27

#### THE NEW MANAGEMENT PARADIGM - continued

The intention of this session is to continue to gain an understanding of the nature of the global management technology transformation that is occurring, paying particular attention to the work of W. Edwards Deming and Joseph Juran.

- (1) W. Edwards Deming, Improvement of Quality and Productivity through Action by Management
- (2) Chapters 15-21 *WCM2P*,
- (3) Chapter 3, *Mgmt*, Environment

xx Wednesday, Jan 28 - 12th floor Lounge (Lincoln Center) 6:00-8:00pm

Optional guest speaker: **Rafael Aguayo** - speaking on Dr. Deming's work

5. Tuesday, Feb 3

#### SELF-MANAGING TEAMS IN ACTION

The intention of this session is to start work on the team term project by experiencing an excellent (benchmark) team project, to start working as a self-managing team, and to learn Nominal Group

Technique by using it to develop term project ideas.

Assignment for this session:

1. Reading:

(1) William J. Latzko The Nominal Group Technique (distributed),

(2) Chapters 22-28, *WCM2P*,

(3) Chapter 4, *Mgmt*, Ethics,

(4) Review the four assignments for class session #14 that relate to reporting your progress achieving your individual course goals, making progress on your most pressing work-related problem or opportunity, making progress on your most pressing family/community-related problem or opportunity, and acknowledging another person.

xx Thursday, Feb. 5 - Residence Hall Lounge (Lincoln Center) 6:00-8:00pm

Optional guest speaker: **Mary Walton** - speaking on Dr. Deming's work

6. Tuesday, Feb. 10

#### TEAMWORK: EFFECTIVE DECISION-MAKING IN TEAMS, A CLASSIC SURVIVAL EXERCISE

The intention of this session is to provide you an opportunity to look at your own contributions to decision-making in a team and to begin inquiring into the nature of effective teams and the leader/follower behaviors that create effective teams.

Assignment for this session:

1. Reading:

(1) Jay Hall article, Decisions, Decisions, Decisions

(2) Chapter 18, *Mgmt*, Teams and Teamwork,

(3) Chapter 7, *Mgmt*, Culture and Multiculturalism

(4) Chapters 29-30, *WCM2P*,

2. Review the assignment (due in class session #15) that relates to describing how your team worked together this term. (See Instructions for Team Essay in the course notebook section for session 15).

7. Tuesday, Feb. 17

#### TEAMWORK: REVIEWING THE SURVIVAL EXERCISE AND OTHER TEAM EVENTS

The intention of this session is to debrief the survival exercise and other team events, to review the progress of the course, and to continue working on term projects.

Assignment for this session:

## 1. Reading

(1) Chapter 5, *Mgmt*, Globalization,

(2) Chapter 6, *Mgmt*, Inventing and Re-inventing Organizations.

2. Review the assignment for class session #15 that relates to describing how your team worked together this term.

8. Tuesday, Feb. 24

## MID-TERM EXAMINATION

Assignment for this session:

1. Review readings and class notes for the mini-mid-term.

9. Tuesday, Mar. 3

## LEADERSHIP

The intentions of this session are to explore questions of leadership in changing organizations and to explore an important step in career evolution.

Assignment for this session:

1. Prepare the Bob Knowlton (B) case

## 2. Reading

(1) Chapter 16, *Mgmt*, Motivation,

(2) Chapter 17, *Mgmt*, Leadership

(3) Chapters 1-7, *WCM2P*

Deliverables - from each individual

1. Four bullet outline of one page essay on progress toward achieving your course goals.

2. Four bullet outline of one page essay on progress on dealing with the most important problem or opportunity at work.

3. Four bullet outline of one page essay on progress on dealing with the most important family/community problem or opportunity.

4. Name of three candidates for acknowledgement letter.

Please put all four items above (#1 to #4) on a single sheet of paper (this is not a long assignment).

Deliverables - one from each team

1. Four bullet outline of Team term project essay (one copy per team).

10. Tuesday, Mar. 10

MANAGING CAREERS IN CHANGING ORGANIZATIONS

The intention of this session is to explore issues related to managing your and other's careers in changing organizations.

Assignment for this session:

1. Prepare The Resnick Company (B) case.
2. Reading:
  - (1) Chapter 13, *Mgmt*, Power,
  - (2) Chapter 14, *Mgmt*, Human Resource Management
  - (3) Chapters 8-14, *WCM2P*

Deliverable - one from each team member for each team member

1. Hand in one completed team member feedback form for each member of your team

xx. Tuesday, Mar. 17

SPRING BREAK - ENJOY

11. Tuesday, Mar. 24

MANAGEMENT BY FACT - USING DATA IN DECISION-MAKING

The intention of this session is to explore managerial decision-making under time pressure and the usefulness of quantitative data in such decision-making.

Assignment for this session:

1. Prepare Carter Racing
2. Reading:
  - (1) Chapter 9, *Mgmt*, Decision-Making,
  - (2) Chapter 12, *Mgmt*, Organizational Design and Structure
  - (3) Chapters 15-21, *WCM2P*

12. Tuesday, Mar. 31

COACHING IN CHANGING ORGANIZATIONS

The intention of this session is to explore the role of coaching in a complex managerial situation.

Assignment for this session:

1. Prepare Petersen Electronics (B)

2. Reading:

(1) Chapter 10, *Mgmt*, Planning and Strategic Management,

(2) Chapter 11, *Mgmt*, Strategy Implementation

(3) Chapters 22-28, *WCM2P*

13. Tuesday, April 7

#### TEAM PRESENTATIONS

The intention of this session is for the project teams to provide a valuable and enjoyable (i.e., fun) learning experience for the class members (and to have a valuable and enjoyable experience themselves in doing so).

Assignment for this session:

1. Prepare for team presentations

2. Reading

(1) Chapter 15, *Mgmt*, Organizational Change and Development

(2) Chapters 29-30, *WCM2P*

14. Tuesday, April 14

#### TEAM PRESENTATIONS

Assignment for this session:

1. Prepare for team presentations

14A. Thursday, April 16 Specially scheduled class session 8:00-10:00 pm

Room to be Announced

#### TEAM PRESENTATIONS

Assignment for this session:

1. Prepare for team presentations

Deliverables

1. One page essay on progress toward achieving your course goals.

2. One page essay on progress on dealing with the most important problem or opportunity at work.

3. One page essay on progress on dealing with the most important problem or opportunity related to your family/community.
4. Copy of acknowledgement letter.
5. Completed forms for Feedback and Evaluation for Team Presentations are due at the end of class or mailed to me by noon tomorrow.
6. Project documentation due from all teams.

15. Tuesday, April 21

**WRITTEN FINAL EXAMINATION**

The intention of this session is to enable you to demonstrate your success in completing and understanding the assigned readings and our discussions in class.

Assignment for this session:

1. Review readings and class notes for the final exam.

**Deliverables**

1. Team term project essay due (one essay per team).
2. Hand in one completed team member feedback form for each member of your team

**One Page Syllabus Summary - Lincoln Center Campus**

Session/Date	Topics	Assignment to be prepared before class
1. Jan 6	<i>Management in Transition</i> intro to course - Hovey and Beard (1) - form teams	no prep
2. Jan 13	<i>Management in Transition</i> Hovey and Beard (2) - introductions of class members - course overview (cont'd)	<b>Reading:</b> (1) Brenda Marlo (A), (2) scan <i>Mgmt</i> and <i>WCM2P</i> , (3) Read ch. 1-7, <i>WCM2P</i> , (4) Ch. 1, <i>Mgmt</i> , <i>Managing and Managers</i> , (5) start Ch. 2. <i>Mgmt</i> , <i>Evolution of Mgmt Theory</i>  <b>Deliverables:</b> (1) course goals (2) work problem/opportunity (3) family/community problem/opportunity (4) schedule conflicts
3. Jan 20	<i>The New Management Paradigm</i> discovering the new mgmt paradigm	<b>Reading:</b> (1) ch. 2, <i>Mgmt</i> , (finish), (2) ch. 8, <i>Mgmt</i> , <i>Quality</i> (3) <i>WCM2P</i> , Ch. 8-14
4. Jan 27	<i>The New Management Paradigm</i> the management philosophy of W. Edwards Deming	<b>Reading:</b> (1) Deming article, (2) <i>WCM2P</i> ch. 15-21, (3) ch. 3, <i>Mgmt</i> , <i>Environment</i> ,
xx Jan 28	<b>Rafael Aguayo</b> - Dr. Deming's work	Optional guest speaker - 12th floor Lounge (LC) 6:00-8:00pm
5. Feb 3	<i>Self-Managing Teams in Action</i> benchmarking the term project - NGT for term project ideas - team work mgmt model	<b>Reading:</b> (1) Latzko article on Nominal Group Technique, (2) <i>WCM2P</i> , ch. 22-28, (3) ch. 4, <i>Mgmt</i> , <i>Ethics</i>

xx Feb 5	<b>Mary Walton</b> - Dr. Deming's work	Optional guest speaker - Residence Hall Lounge (LC) 6-8pm
6. Feb 10	<i>Teamwork</i> - team survival exercise	<b>Reading:</b> (1) Hall article, (2) ch 18, <i>Mgmt</i> , Teams and Teamwork, (3) ch. 7, <i>Mgmt</i> , Culture, (4) ch. 29-30, <i>WCM2P</i>
7. Feb 17	<i>Teamwork</i> debriefing survival exercise, etc.	<b>Reading:</b> (1) Ch. 5, <i>Mgmt</i> , Globalization, (2) Ch 6, <i>Mgmt</i> , Inventing and Re-inventing Organizations.
8. Feb 24	<i>Mid-term Exam</i>	Review readings and class notes for mid-term
9. Mar 3	<i>Leadership</i> - Bob Knowlton (B)	<b>Reading:</b> (1) ch 16, <i>Mgmt</i> , Motivation, (2) ch. 17, <i>Mgmt</i> , Leadership, (3) <i>WCM2P</i> ch. 1-7  Prepare: Bob Knowlton (B) case  <b>Deliverables:</b> 4-bullet outlines (course goal, work, family/community), acknowledgement letter candidates; team essay.
10. Mar 10	<i>Managing Careers in Organizations</i> - Resnick (B)	<b>Reading:</b> (1) ch 13, <i>Mgmt</i> , Power, (2) ch. 14, <i>Mgmt</i> , Human Resource Management, (3) <i>WCM2P</i> ch. 8-14  Prepare: Resnick Company (B)  <b>Deliverable:</b> Team member feedback forms
xx Mar 17	<i>Spring Break - no class</i>	Enjoy
11. Mar 24	<i>Management by Fact - Using Data in Decision-making</i> - Carter Racing (A)	<b>Reading:</b> (1) Ch. 9, <i>Mgmt</i> , Decision-Making, (2) Ch. 12, <i>Mgmt</i> , Org Design and Structure, (3) <i>WCM2P</i> ch. 15-21  Prepare: Carter Racing (A)
12. Mar 31	<i>Coaching in Changing Organizations</i> - Petersen Electronics (B)	<b>Reading:</b> (1) Ch. 10, <i>Mgmt</i> , Strategic Planning, (2) Ch. 11, <i>Mgmt</i> , Implementation, (3) <i>WCM2P</i> 22-28  Prepare: Petersen Electronics (B)
13. Apr 7	<i>Team Presentations</i>	<b>Reading:</b> (1) Ch. 15, <i>Mgmt</i> , Org. Change and Development, (2) <i>WCM2P</i> 29-30
14. Apr 14	<i>Team Presentations</i>	
14A. Apr 16 - Thurs 8:00-10:00pm	<i>Team Presentations</i>  Special class session (or on some other day chosen by the class members)	<b>Deliverables:</b> Feedback forms for all presenting teams (in class or mailed by Friday noon), three one page essays (course goals, work, family/community), acknowledgement letter, team project documentation from all teams
15. Apr 21	<i>Final Exam</i>	Prepare for final exam. <b>Deliverables:</b> Team essay, team member feedback forms (for own team members)

Fundamentals of Management Winter 1998

**One Page Syllabus Summary** - Lincoln Center Campus

Session/Date	Topics	Assignment to be prepared before class
1. Jan 6	<i>Management in Transition</i> intro to course - Hovey and Beard (1) - form teams	no prep

2. Jan 13	<i>Management in Transition</i> Hovey and Beard (2) - introductions of class members - course overview (cont'd)	<b>Reading:</b> (1) Brenda Marlo (A), (2) scan <i>Mgmt</i> and <i>WCM2P</i> , (3) Read ch. 1-7, <i>WCM2P</i> , (4) Ch. 1, <i>Mgmt</i> , Managing and Managers, (5) start Ch. 2. <i>Mgmt</i> , Evolution of Mgmt Theory  <b>Deliverables:</b> (1) course goals (2) work problem/opportunity (3) family/community problem/opportunity (4) schedule conflicts
3. Jan 20	<i>The New Management Paradigm</i> discovering the new mgmt paradigm	<b>Reading:</b> (1) ch. 2, <i>Mgmt</i> , (finish), (2) ch. 8, <i>Mgmt</i> , Quality (3) <i>WCM2P</i> , Ch. 8-14
4. Jan 27	<i>The New Management Paradigm</i> the management philosophy of W. Edwards Deming	<b>Reading:</b> (1) Deming article, (2) <i>WCM2P</i> ch. 15-21, (3) ch. 3, <i>Mgmt</i> , Environment,
5. Feb 3	<i>Self-Managing Teams in Action</i> benchmarking the term project - NGT for term project ideas - team work mgmt model	<b>Reading:</b> (1) Latzko article on Nominal Group Technique, (2) <i>WCM2P</i> , ch. 22-28, (3) ch. 4, <i>Mgmt</i> , Ethics
6. Feb 10	<i>Teamwork</i> - team survival exercise	<b>Reading:</b> (1) Hall article, (2) ch 18, <i>Mgmt</i> , Teams and Teamwork, (3) ch. 7, <i>Mgmt</i> , Culture, (4) ch. 29-30, <i>WCM2P</i>
7. Feb 17	<i>Teamwork</i> debriefing survival exercise, etc.	<b>Reading:</b> (1) Ch. 5, <i>Mgmt</i> , Globalization, (2) Ch 6, <i>Mgmt</i> , Inventing and Re-inventing Organizations.
8. Feb 24	<i>Mid-term Exam</i>	Review readings and class notes for mid-term
9. Mar 3	<i>Leadership</i> - Bob Knowlton (B)	<b>Reading:</b> (1) ch 16, <i>Mgmt</i> , Motivation, (2) ch. 17, <i>Mgmt</i> , Leadership, (3) <i>WCM2P</i> ch. 1-7  Prepare: Bob Knowlton (B) case  <b>Deliverables:</b> 4-bullet outlines (course goal, work, family/community), acknowledgement letter candidates; team essay.
10. Mar 10	<i>Managing Careers in Organizations</i> - Resnick (B)	<b>Reading:</b> (1) ch 13, <i>Mgmt</i> , Power, (2) ch. 14, <i>Mgmt</i> , Human Resource Management, (3) <i>WCM2P</i> ch. 8-14  Prepare: Resnick Company (B)  <b>Deliverable:</b> Team member feedback forms
xx Mar 17	<i>Spring Break - no class</i>	Enjoy
11. Mar 24	<i>Management by Fact - Using Data in Decision-making</i> - Carter Racing (A)	<b>Reading:</b> (1) Ch. 9, <i>Mgmt</i> , Decision-Making, (2) Ch. 12, <i>Mgmt</i> , Org Design and Structure, (3) <i>WCM2P</i> ch. 15-21  Prepare: Carter Racing (A)
12. Mar 31	<i>Coaching in Changing Organizations</i> - Petersen Electronics (B)	<b>Reading:</b> (1) Ch. 10, <i>Mgmt</i> , Strategic Planning, (2) Ch. 11, <i>Mgmt</i> , Implementation, (3) <i>WCM2P</i> 22-28  Prepare: Petersen Electronics (B)
13. Apr 7	<i>Team Presentations</i>	<b>Reading:</b> (1) Ch. 15, <i>Mgmt</i> , Org. Change and Development, (2) <i>WCM2P</i> 29-30
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8:00-10:00pm		
15. Apr 21	<i>Final Exam</i>	Prepare for final exam. <b>Deliverables:</b> Team essay, team member feedback forms (for own team members)

**If you have questions you can contact the Admissions Office at:**

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