



integrative essays, case analysis or case analyses, and the analysis of pertinent public policy, among other testing techniques of a rigorous nature. This is done through a framework of simulation of executive in-basket problems, for the purpose of a School of Business is to produce executives and aspiring general managers.

The professor expects the student's answers to all questions to be of the highest literary, analytical, and integrative quality utilizing the rigorous scientific and empirical thought processes which are Socratic, Thomistic, and Aristotelian in nature. The professor expects all student answers to be of a superb intellectual character -- in fact, he expects the student's answers to each equal the stature of an undergraduate senior thesis in management and organizational behavior. The tests are designed for "Renaissance scholars" -- and for men and women "for all seasons."

Each examination will be weighed 33-1/3% in the determination of the student's final grade.

Poor written communication skills will not be tolerated.

POLICY ON CLASS PARTICIPATION: Students must come to class completely and thoroughly prepared. Students are expected to have studied meticulously and fastidiously (as opposed to a mere cursory reading while strolling across Healy lawn) the required scheduled readings and cases prior to class since meaningful and analytical class participation is expected of all students. The quality of class participation (in all the various forms, such as Socratic interaction, case studies, management simulations, and classroom discussion) will be weighted 33-1/3% in the determination of the student's final grade.

Furthermore, the quality of class participation will be significant in revising the grade upward (that is, above and beyond the 33-1/3 percent weighing in exemplary cases). On the other hand, the lack of quality or absence of any class participation will be significant in revising the grade downward (that is, below the 33-1/3 percent weighing in far-below-par cases). The amount of the lowering or raising of grades based solely upon the quality or lack of quality (or absence of any) of class participation is usually a minus or a plus (but not always) and is solely the objective prerogative of the professor. Poor oral communication skills will not be tolerated.

POLICY ON INTENSITY OF LEARNING: The syllabus assignments represent, in my professional educational opinion, a tremendously high level of learning activity. I believe that it would be unprofessional on my part and misleading to you professionally to demand less than the level of learning outlined in the syllabus.

CLASS CONTRIBUTION: The success of this class depends on students coming to class prepared to discuss the topics, concepts, and theories so that informed questions can be posed and responses provided. Class contribution includes, but is not limited to:

- (1) providing recapitulations and summaries;
- (2) making observations that integrate concepts and discussions;
- (3) citing relevant personal examples;
- (4) asking key questions that lead to revealing discussions;
- (5) engaging in devil's advocacy;
- (6) disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all side of a concept, issues, or practice;
- (7) presenting one of his/her thought items to the class;
- (8) working with others to come to a common understanding of topics -- in and out of the classroom;
- (9) offering a different and unique, but relevant insight into the issue;

- (10) moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and
- (11) transcending the “I feel” syndrome, meaning your comment is embedded in some conceptual or experiential framework.

Remember, it is the quality not the quantity of your class contribution that matters. Students are expected to attend class and to contribute to class discussions on a regular basis. Class contribution will be the determining factor in border-line grades.

POLICY ON PEDAGOGICAL TECHNIQUES: Since the professor utilizes case studies, management simulations, the Socratic method, and other forms of participation-interaction as learning techniques during classroom time, it is imperative that the student come to class properly and completely prepared.

It is the professor’s professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in a professional school, such as business administration. Its overuse merely produces students who act as intellectual sponges. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential managers and executives and to simulate the pressurized conditions that one will be facing in private, public, federal, or international sector situations.

On the other hand, all of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden students’ management ability and executive prowess. Under the combination-of-techniques approach, students will tend to exhibit care and thoroughness in research and analysis, reason clearly from available data and take into account inadequacies of data, show some creativity and imagination in considering alternatives, and express themselves in an articulate and lucid way. Perhaps because management is concerned so much with industrial jurisprudence, there should be a premium in teaching management courses on clarity of reasoning, sober judgment, and written and oral expression that eliminates ambiguity to the extent possible. In his or her professional capacity, management professors must impart technique which essentially involves the arts of research, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, the professor asks a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach. Students are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, the class must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, students are given a set of materials to read -- fact situations, research data, and secondary and primary source materials -- and also a set of concrete problems to consider. Some professors (including this one) assign students in advance to roles. The professor plays the role of an activist -- commenting on the way the arguments were presented, offering two-or-three minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

In a typical case discussion, the instructor will ask one group of students to “open” the class by professionally presenting their interpretation of the situation and answering specific questions. These presentations will usually deal with a decision central to the case, and the rationale behind the decision. Afterwards, the discussion will be open to the rest of the class, aiming to build a complete analysis of the situation and address the general problems and issues in the case. In the open discussion, students will be

called upon to critique, play devil’s advocate, or present alternative options to those expressed in the opening. Clearly, prior preparation is therefore required from *every* student in order to thoroughly explore the case at hand. The instructor acts as a moderator of the class discussion, drawing the session to a conclusion with a summary of the points which have emerged. This approach develops a process of thinking which enhances broad perspective thinking and decision-making capabilities. Communication skills are also refined. The emphasis in discussions is on the formulation of effective, efficient and ethical management programs.

No pedagogical system is absolutely perfect, and changes will continue to occur. At least in business school teaching, reconsideration of the relative values of different approaches (especially the lecture method) is a welcome development.

Lastly, you must come to understand and fully appreciate the role of basic management research as a requisite diagnostic step toward improved management, particularly the promotion of industrial justice.

\*\*\*\*\*

“LOVE OF WISDOM THE GUIDE OF LIFE.”

-- THE MOTTO OF PHI BETA KAPPA

\*\*\*\*\*

POLICY ON CLASS ATTENDANCE: Class attendance is required. However, it is fully understood that such circumstances as illness, personal problems, community and public service activities, etc., can make it impossible at times for the student to attend class. It is, therefore, requested that the student clear (or report) any absence with the professor, preferably before the planned absence. Unexcused absences will adversely affect the student’s final grade (usually a minus -- but not always). The amount of the lowering of grades based upon unexcused or gross absenteeism is solely the objective prerogative of the professor. Remember, managers don’t “cut” work or preparation time. The reason for required class attendance is that the internal workings of the course is predicated upon the combination-of-techniques teaching approach (that is, case studies, the Socratic method, management simulations, the lecture method, and extensive classroom discussion).

POLICY REGARDING EMPHASIS OF THE COURSE: Since most of the students in the Georgetown University McDonough School of Business are aiming for careers in the private sector, the public sector, the non-profit sector, and the international sector, the stress of the course will be on the practical application of the principles of management and organizational behavior. It is important to remember that there is an acute shortage of capable human resource and general managers. They are a scarce resource.

POLICY ON THE PROFESSOR'S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the student by aiding the student in maximizing his or her educational investment at Georgetown University. This purpose is accomplished by the professor conducting a challenging and substantive course which demands exacting scholarship. To do less would be to deprive the student of a top-notch education by failing to aid the student in achieving the highest pinnacle of academic and professional attainment.

Furthermore, the student is urged to discourse with the professor before and after class, during his office hours, and by appointment. My door is always open to you and your problems.

NOTE WELL: The student is responsible for mastering the professional body of knowledge presented in the readings, lectures, class discussions, and in all the other forms of pedagogical techniques.

NOTE WELL: *While this syllabus accurately reflects course plans as the first summer session begins, it is possible that changes will be made for educationally-related reasons. These changes will be the sole prerogative of the professor.*

NOTE WELL: MANAGEMENT DEVELOPMENT VIDEO-BASED TRAINING: Various management development case vignettes will be integrated in the appropriate topical areas throughout the course in the first summer session.

NOTE WELL: All questions to each case study must be answered meticulously prior to class. Furthermore, the management development portfolios/exercises and assessments must be completed.

HONOR CODE: As you are aware, Georgetown now has an honor system. If I suspect that an incident of cheating has taken place, I am obliged to report it to an investigating officer of the Honor System, who will then decide if there is enough evidence to merit taking the case forward to a hearing board. If you have any doubts about the legitimacy of what you plan to do or are doing, please ask me. Collaboration is expected within groups, but is not permitted between them. All other assignments are to be done alone. If you have any occasion to cite anything in this class, cite references using any standard reference citation system. See the Honor Council web page at <http://www.georgetown.edu/honor> for additional information.

NOTE WELL: *No cell phones, smart phones, laptops, or other means of electronic communication are allowed during class. Violation of this rule will lead automatically to a lowering of the class participation grade by the professor.*

NOTE WELL: *The textbook must be brought to every class session.*

SCHEDULE OF READING ASSIGNMENTS

PART I: INTRODUCTION AND OVERVIEW

**Monday, June 3, 2019**

Introductory Lecture  
Preface, p.p. vii-xi

**Tuesday, June 4, 2019**

Chapter 1, “Managers and Managing”

PART II: SUBSTANTIVE BODY OF PROFESSIONAL KNOWLEDGE

**Wednesday, June 5, 2019**

Chapter 4, “Ethics and Social Responsibility”

**Thursday, June 6, 2019**

Chapter 6, “Managing in the Global Environment”

**Monday, June 10, 2019**

Planning

Chapter 8, “The Manager as a Planner and Strategist”  
Chapter 7, “Decision Making, Learning, Creativity, and Entrepreneurship”  
In-Class Handout: “The Amazon Adventure” or “Lost-at-Sea”

**Tuesday, June 11, 2019**

Business Plan Case Competition Preparation

**Wednesday, June 12, 2019**

Business Plan Case Competition

Organizing

**Thursday, June 13, 2019**

Chapter 10, “Managing Organization Structure and Culture”

**Monday, June 17, 2019**

In-Class Handouts: Vignettes, Simulations and Case Studies

**Tuesday, June 18, 2019**

MID-TERM EXAMINATION

**Wednesday, June 19, 2019**

“Mid-Semester Holiday”

**Thursday, June 20, 2019**

Leading

Chapter 13, “Motivation and Performance”

Chapter 14, “Leadership”

Chapter 2, “The Evolution of Management Thought”

Chapter 3, “Values, Attitudes, Emotions, and Culture: The Manager as a Person”

\*\*\*\*\*

*A firm grasp of the theories of motivation and leadership is crucial to an understanding of management and organizational behavior.*

\*\*\*\*\*

In-Class Handout: “Summary-Major Managerial Theories of Leadership and Motivation”

**Monday, June 24, 2019**

\*\*\*\*\*

Douglas M. McCabe (Co-Author). “Employee Voice: A Human Resource Management Perspective.” California Management Review, Vol. 34, No. 3, pp. 112-123. And Douglas M. McCabe. “Alternative Dispute Resolution and Employee Voice in Nonunion Employment: An Ethical Analysis of Organizational Due Process Procedures and Mechanisms -- The Case of the United States.” Journal of Business Ethics, Vol. 16, No. 3, pp. 349-356. *A firm grasp of the concepts of “voice” and due process is crucial to an understanding of management and organizational behavior.*

\*\*\*\*\*

Chapter 12, “Human Resource Management”

Chapter 5, “Managing Diverse Employees in a Multicultural Environment”

**Tuesday, June 25, 2019**

Chapter 16, “Promoting Effective Communication”

**Wednesday, June 26, 2019**

Chapter 15, “Effective Groups and Teams”

**Thursday, June 27, 2019**

Chapter 17, “Managing Conflict, Politics, and Negotiation”

Chapter 11, “Organizational Control and Change”

**PART III: CONCLUSION****Monday, July 1, 2019**

Study Day for Final Examination

**Tuesday, July 2, 2019**

FINAL EXAMINATION

*Enjoy the National Holiday and University Holiday  
of July 4<sup>th</sup> with your families.*