



GEORGETOWN UNIVERSITY
School of Continuing Studies
Center for Continuing and Professional Education

PRINCIPLES OF MANAGEMENT

SYLLABUS

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COURSE (CATALOG) DESCRIPTION: This course is an intensive and comprehensive introductory study and analysis of the management process from a general manager's perspective, with particular attention paid to the area of strategic human resources management. It covers the following topics, among others: the concepts of strategic and tactical organizational planning; organizational design and structure to achieve company objectives; goal setting; leadership skills; employee motivational approaches; conflict management; interpersonal communication; the staffing and supervising processes; performance appraisal; managing groups and teams; management development and employee training; positive employer-employee relations; managing in a global environment; employee due process mechanisms in the nonunion firm; nonunion complaint and grievance procedures; management ethics; and the concepts of controlling and control systems.

The emphasis of the course is on the skills and knowledge needed to successfully manage an organization, especially implications for those newly promoted to supervisory and managerial positions within private, public, or federal sector organizations. Prior to class, seminar participants will receive a syllabus.

REQUIRED READINGS:

All of the In-Class Handouts From the Professor.

NOTE WELL: I am committed to the goal of giving you the best possible Professional Development Program Course offered in the country. We can achieve that goal through mutually-sustained hard work.

POLICY ON CLASS PARTICIPATION: Seminar participants must come to class completely and thoroughly prepared. Seminar participants are expected to have studied meticulously and fastidiously (as opposed to a mere cursory reading while strolling across campus or during the week while at work) the

required scheduled readings, exercises and cases in the text prior to class since meaningful and analytical class participation is expected of all seminar participants.

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 sides of a concept, issue, 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.

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 seminar participant 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 development program, such as business administration. 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 seminar participants' management ability and executive prowess. Under the combination-of-techniques approach, seminar participants 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. Seminar participants 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 seminar group 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, seminar participants 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 seminar participants 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.

No pedagogical system is absolutely perfect, and changes will continue to occur. At least in professional development program 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 corporate and employee justice.

POLICY ON CLASS ATTENDANCE: *Class attendance is required.*

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 to demand less than the level of learning outlined in the syllabus.

POLICY ON THE PROFESSOR'S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the seminar participant by aiding the seminar participant in maximizing his or her educational investment at Georgetown University's Center for Professional Development. 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 seminar participant of a top-notch education by failing to aid the seminar participant in achieving the highest pinnacle of academic and professional attainment.

Furthermore, the seminar participant is urged to discourse with the professor before and after class and by appointment. My door is always open to you and your problems.

NOTE WELL: The seminar participant 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 semester weekends begin, it is possible that changes will be made for educationally-related reasons. These changes will be the sole prerogative of the professor.

SPECIAL NOTE ON GROUP CASE STUDY PROCEDURE: *When working in small, in-class management consulting teams on case studies, your groups must always answer the following two questions: (1) What is the key problem(s) in the case? (2) What is your group's management consulting recommendation(s) to resolve the problem(s) in the case?*

MANAGEMENT DEVELOPMENT VIGNETTES: Selected management development DVD case vignettes will be integrated in the appropriate topical areas throughout the course of the semester.

NOTE WELL: Additional application questions and management consulting activities (handouts) may be assigned by the instructor where pedagogically appropriate throughout the four-day professional development seminar.

NOTE WELL: *Late arrivals and early departures are disruptive to the atmosphere we will be creating and should be totally avoided.*

NOTE WELL: *The In-Class Handouts of the Professor must be brought to every class session.*

NOTE WELL: *No cell phones, smart phones, iPhones, or other means of electronic communication – including laptops -- are allowed during class. Furthermore, they must be turned completely off prior to entering the classroom.*

ALL PROGRAM PARTICIPANTS MUST BRING THEIR NAME
PLATES TO THE CLASSROOM FOR EVERY CLASS SESSION.

INSTRUCTIONAL CONTINUITY PLAN: There would be on-line analysis and discussion of management case studies.

NON-CREDIT GRADING SCHEME:

Successfully Completed (SC)

A grade of Successfully Completed (SC) denotes that the student successfully completed all course and attendance requirements as determined by the Georgetown University faculty of record. Students must meet three criteria to receive a grade of SC:

1. *Attendance:* The student must be in attendance for all contact hours of the course.
2. *Course work:* The student must complete all required course work assigned by faculty during the course, including but not limited to case studies, problem sets, presentations, exams, quizzes, reports, papers, group projects, etc.
3. *Learning Objectives:* The student must satisfactorily meet all learning objectives stated in the course syllabus or course description.

Registered but Never Attended (RE)

A grade of Registered (RE) denotes that the student was registered for a course, but failed to attend, submit required course work, and/or meet stated learning objectives.

Incomplete (I)

A grade of Incomplete (I) denotes that the student has not satisfactorily completed all course requirements or met stated learning objectives, but the student has made arrangements with the faculty to meet course requirements by an agreed date. It is the responsibility of the student to contact the faculty member before the course ends to arrange make-up work. All incomplete coursework must be finished within *six months* of the last day of that course. If the required course work is not completed within the requisite time, the grade of (I) will become the grade of record.

Attendance Verified (AT)

A grade of Attendance Verified (AT) denotes that the student was in attendance for a majority of the course, but did not satisfactorily complete all course requirements or meet stated learning objectives and the student does not intend to complete incomplete course work within one semester after the last day of the course. If the student has received permission from the faculty of record to complete incomplete course work, then faculty should assign a grade of (I) for Incomplete.

CASE ANALYSIS

The following Guidelines are to be helpful in analyzing the cases. The Guidelines are not intended to be a rigid format, however, that the student just mechanically goes through. Each question is intended to surface information that will be helpful in analyzing and resolving the case. Each case is different, and some parts of the Guidelines may not apply in every case. Also, the student should be attentive to the questions for discussion at the end of each case. These questions should be answered in any complete case analysis. The heart of any case analysis is the set of recommendations made. The Problem and Issue Identification and Analysis and Evaluation steps should be focused on generating and defending the most effective set of recommendations.

GUIDELINES FOR ANALYZING CASES

Problem and Issue Identification

1. What are the *central facts of the case* and *assumptions* you are making based on these facts?
2. What is the *major overriding issue* in this case? (What major question or issue does this case address that merits its study in this course and in connection with the chapter or material you are now covering?)
3. What *subissues or related issues* are present in the case that merit consideration and discussion?

Analysis and Evaluation

4. Who are the *stakeholders* in the case and *what are their stakes*? (Create a stakeholder map if this is helpful.) What challenges, threats, and opportunities are posed by these stakeholders?
5. *What economic, legal, ethical, and discretionary responsibilities* does the company have, and what exactly is the nature and extent of the responsibilities?
6. If the case involves a company's actions, *evaluate what the company did or did not do* in handling the issue affecting it.

Recommendations

7. What recommendations do you have for this case? If a company's strategies or actions are involved, should the company have acted the way it did? What actions should the company take now, and why? Be as specific as possible, and include a discussion of *alternatives* you have considered but decided not to pursue. Mention and discuss any important *implementation considerations*.

(Source: Archie B. Carroll, Business & Society: Ethics and Stakeholder Management.)

SCHEDULE OF ASSIGNMENTS

PART I: INTRODUCTION AND OVERVIEW

A Definition of Management Consulting:

Management consulting is an advisory service for and provided to organizations by specially trained and qualified persons who assist, in an objective and independent manner, the client organization to identify management problems, analyze such problems, recommend solutions to these problems, and help, when requested, in the implementation of solutions.

Source: *The Directory of Management Consultants*,
— Kennedy Publications.

So — in this management seminar — you be the Management Consultant in the professional body of knowledge in management.

Friday evening

Hand out Name Plates – Introductions – Professor’s Biographical Sketch – Lecture Notes (Handout)

“The Management Process Today”

Vignette: “Avoiding Litigation Landmines” (Handout)

PART II: SUBSTANTIVE BODY OF PROFESSIONAL KNOWLEDGE

“Managing Ethics and Diversity” (Handout - - “U.S. Employment Laws”)

Lecture Notes: “Managerial Ethics” (Handout)

Vignette: “Business Ethics in the New Economy” (Handout)

Vignette: “Responsible Business Communication” (Handout)

Saturday

Planning

Simulation: “Lost at Sea” or “Adventure in the Amazon” (Planning Sheet Handout)
“Planning, Strategy, and Competitive Advantage”

Negotiating

Vignette: “Negotiating for Business Results” (Handout)

Simulation: “Island Cruise” (Handout)

Self-Assessment: “Personal Bargaining Inventory,” Option I and Option II (Handout)

Lecture Notes: “Managerial Negotiation Skills” (Handout)

Vignette: “The Stanford Guide to Negotiating – The Sluggers Come Home”

Organizing

Lecture Notes: “Organizational Change” (Handout)

Friday evening

Leading

Lecture Notes: “The Major Managerial Theories of Leadership and Motivation”

“Motivation” (Handout)

“Leaders and Leadership”

“Building and Managing Human Resources”

“Effective Team Management”

Vignette: “Social Media at Work”

Vignette: “Conflicts in the Workplace”

Saturday

Controlling

Simulation: “Eurotechnologies” (Handout)

Vignette: “Avoiding Employment Law Landmines”

PART III: CONCLUSION

Closing Lecture

Class Photo

<p><i>Professional Certification Examination — “Principles of Management” — Required of all seminar participants — Saturday afternoon</i></p>
