

Asbury College

Contemporary Issues in Management

Student Guide

ACHIEVE

Degree Completion Program



knowledge elements
educational products

(KEEP)

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MGT41

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COURSE DESCRIPTION

A course for managers allowing them to build upon the principles of management to study the current trends and developments in the field of management as found in business currently and in the thinking of writers in the field.

LEARNING OUTCOMES

Upon completion of the course, the student will be able to:

1. Describe how the field of management is changing rapidly including the agents affecting changes and the implications of changes.
2. Explain how the roles of managers and team leaders are changing in business and industry.
3. Discuss how the structure of business in the United States is changing.
4. Explain how vision and mission drive corporations in the United States today.
5. Express how the individual leader and worker are playing a different role and how that role will continue to undergo change.
6. Describe the role that integrity, values and ethics play in management decision making.

TEXTS AND MATERIALS

Texts:

Bossidy, Larry, and Ram Charan. *Execution: The Discipline of Getting Things Done*. New York, NY: Crown Business, 2002. ISBN-10: 0-609-61057-0.

Drucker, Peter F. *Management Challenges for the 21st Century*. New York, NY: HarperBusiness, an imprint of HarperCollins Publishers, 1999. ISBN-10: 0-88730-999-2.

Senge, Peter, et al. *The Dance of Change: The Challenges of Sustaining Momentum in Learning Organizations*. New York, NY: Doubleday/Currency, 1999. ISBN-10: 0-385-493223.

Course Pack (2008). *Contemporary Issues in Management*. Franklin, TN: knowledge elements, inc. Reference Number MGT41-01.

Note: The students will acquire a copy of each of the above with the intent that as managers they should have them in their personal libraries. Portions of each book will be assigned in the course. It is also highly recommended that the students purchase other books referred to during this course for their own personal libraries. Further, to remain current, students should be encouraged to subscribe to and read several major publications in business such as *Fortune* to keep abreast of changes as they occur.

Material To Be Purchased By The Student from the College Bookstore And Placed In The Student Guide:

"M & A Needn't Be a Loser's Game." *Harvard Business Review*, June 2003, Reprint #R0306D. **Note:** A place has been reserved in the Student Guide for this to be inserted.

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Supplementary Bibliography (Purchase Not Required):

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Kouzes, James M. *Credibility*. Jossey-Bass, 1993.

Watson, Charles E. *Managing with Integrity: Insights from America's CEOs*. Praeger, 1991.

2. *Vision, Mission and Leadership.*

Albrecht, Karl. *Corporate Radar*. Amacom, 2000.

Bennis, Warren. *Why Leaders Can't Lead*. Jossey-Bass, 1989.

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- Hamel, Gary. *Leading the Revolution*. Harvard Business School Press, 2000.
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- Price, Bette, and George Ritcheske. *True Leaders*. Dearborn Financial Publishing, Inc., 2001.
- Roberts, Wess. *Leadership Secrets of Attila the Hun*. Warner Books, 1990.
- Walton, Sam. *Made in America: My Story*. Doubleday, 1992.

3. Organizational Culture/Learning Culture.

- Adams, Scott. *The Dilbert Principle*. HarperBusiness, 1996.
- Collins, Eliza G. C., and Mary Anne Devanna. *The New Portable MBA*. Wiley, 1994.
- Mink, Oscar G., Barbara P. Mink, Elizabeth A. Downes and Keith Q. Owen. *Open Organizations: A Model for Effectiveness, Renewal and Intelligent Change*. Jossey-Bass, 1994.
- Moorhead, Gregory, and Ricky W. Griffin. *Organizational Behavior*. Houghton Mifflin Company, 2001.
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Schein, Edgar H. *Organizational Culture and Leadership*. Jossey-Bass, 1985.

Schein, Edgar H. *Organizational Psychology*. Prentice Hall, 1979.

Schneider, Benjamin, editor. *Organizational Climate and Culture*. Jossey-Bass, 1990.

Thiederman, Sondra. *Bridging Cultural Barriers for Corporate Success: How to Manage the Multicultural Work Force*. Lexington Books, 1991.

Vaill, Peter B. *Learning as a Way of Being*. Jossey-Bass, 1996.

Wright, H. Norman. *Communication @ Work*. Regal Books, 2001.

4. Change/Opportunity.

Drucker, Peter F. *In a Time of Great Change*. Truman Talley Books/Dutton, 1995.

Drucker, Peter F. *Post-Capitalist Society*. HarperBusiness, 1993.

Foster, Richard. *Innovation: The Attacker's Advantage*. Summit Books, 1986.

Gabor, Andrea. *The Man Who Discovered Quality: How W. Edwards Deming Brought the Quality Revolution to America—The Stories of Ford, Xerox and GM*. Random House, 1990.

Janov, Jill. *The Inventive Organization: Hope and Daring at Work*. Jossey-Bass, 1994.

Kotter, John P. *Leading Change*. Harvard Business School Press, 1996.

Kriegel, Robert J. and Louis Patler. *If it ain't broke...BREAK IT!* Warner Books, 1991.

Moore, Geoffrey A. *Living on the Fault Line*. HarperBusiness, 2000.

Moore, James F. *The Death of Competition*. HarperBusiness, 1996.

Nadler, David A., Robert B. Shaw, A. Elise Walton, and Associates. *Discontinuous Change: Leading Organizational Transformation*. Jossey-Bass, 1995.

Naisbitt, John. *Megatrends: Ten New Directions Transforming Our Lives*. Warner Books, 1982.

Pino, Robert. *Corporate Aikido*. McGraw-Hill, 1999.

Silver, A. David. *Quantum Companies: 100 Companies That Will Change the Face of Tomorrow's Business*. Peterson's/Pacesetter Books, 1995.

5. Decentralization/Mergers and Acquisitions/Entrepreneurship.

Grubb, Thomas M., and Robert B. Lamb. *Capitalize on Merger Chaos*. The Free Press, a division of Simon & Schuster, 2000.

Shirk, Martha, and Anna S. Wadia. *Kitchen Table Entrepreneurs*. Westview Press, 2004.

6. Accountability, Commitment and Trust.

Wiener, Valerie. *Power Communications: Positioning Yourself for High Visibility*. NYU Press, 1994.

7. Changing Workplace/Diversity/Managing Oneself.

Blanchard, Ken, and Sheldon Bowles. *Raving Fans: A Revolutionary Approach to Customer Service*. Morrow, 1993.

Byham, William C. *The Lightning of Empowerment*. Harmony Books, 1988.

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Farr, Michael. *America's Fastest Growing Jobs*. JIST Publishing, 2003.

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Tesmer, Jack A. *Your Perfect Business Match*. The Career Press, Inc., 2002

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Wilson, Jeanne M., Jill George, and Richard S. Wellins. *Leadership Trapeze: Strategies for Leadership in Team-Based Organizations*. Jossey-Bass, 1994.

8. Purpose, Strategy and Execution.

Albrecht, Karl. *The Northbound Train: Finding the Purpose, Setting the Direction, Shaping the Destiny of Your Organization*. American Management Association, 1994.

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- McCarthy, Kevin W. *The On-Purpose Business*. Pinon Press, 1998.
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- Riley, Pat. *The Winner Within: A Life Plan for Team Players*. Putnam, 1993.
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9. General.

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- O'Reilly III, Charles A., and Jeffrey Pfeffer. *Hidden Value*. Harvard Business School Press, 2000.
- Peters, Tom. *Liberation Management: Necessary Disorganization for the Nanosecond Nineties*. Alfred A. Knopf, 1992.
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- Sartwell, Matthew. *Napoleon Hill's Keys to Success*. The Penguin Group, 1994.
- Schwartz, Peter. *Inevitable Surprises*. Gotham Books, 2003.
- Sumner, Tracy. *Karsten's Way*. Northfield Publishing, Chicago, 2000.
- Vlasic, Bill, and Bradley A. Stertz. *Taken for a Ride*. HarperCollins Publishers Inc., 2000.

STUDENT EVALUATION

Students in this accelerated course will be evaluated by the College's standard grading system. Refer to the Student Handbook or the College Catalog for further details. The criteria for determining that grade will be as follows:

1. (25%) Completion of the assigned written exercises and readings (see Student Assignments pages for exact assignments).
2. (25%) Participation in class discussion and group activities. The criteria will be the quality and quantity of the contribution to the group.
3. (40%) Final Paper—Refer to the next page for information on how the Final Paper is to be prepared. The Final Paper will be due one week after the final class period delivered to the College, sent by e-mail, or postmarked on that date. Turning in the Final Paper late will result in a penalty on the grade for the Final Paper.
4. (10%) Quality of comments, insight and extent of learning as reflected in the student's journal. The student is required to write in the journal at the close of each class session and may add to it at other times such as after reading an assignment or completing an exercise. The journal is to be handed in with the Final Paper.

Attendance: Any class missed must be made up. The student is obligated to contact the instructor to make suitable arrangements in case of any absence or tardiness. Unexcused absences and absences not made up will adversely affect the student's grade.

Late Work Or Work Not Handed In: Any written exercise or the Final Paper handed in after 6 p.m. on the due date will result in a reduction of the grade for that item. Any item not turned in will result in an "F" for that item and a reduction in grade for the course.

FINAL PAPER

Each student must complete a Final Paper. Students may use any material or talk to any person as a part of developing the Final Paper, but every word (unless expressly quoted with appropriate credits given) must be that of the student submitting the paper. Any use of material written by another person without credit given will be considered plagiarism which is a serious offense in the academic community. Plagiarism will result in at least an "F" for the Final Paper.

Students are encouraged to begin taking notes on how they will respond to the Final Paper questions as they progress through the course including making notations in class notes about reference to an item in the Final Paper to be developed later. The journal is intended to be a major help in producing the Final Paper. As a result, it is very important that the journal writing be taken seriously. In addition, the journal itself constitutes a part of the student's grade for the course.

The Final Paper is to be submitted in typewritten, double-spaced form on one side only of 8½" x 11" white paper. A cover sheet should clearly indicate the student's name, course name, instructor's name and the date submitted. The student is to follow the school's writing format.

Each item is to be clearly identified by number. Thoroughly respond in writing to the following questions:

1. Locate three books (published in the last three years and not used as a text or assignment in this course) or periodicals (published in the last twenty-four months) with material on one of the major issues in the course. Read and then comment on how each one contributes to an understanding (or misunderstanding) of the issue selected. Include reference to the type of publication (what publisher, what periodical), the author (find biographical information on the author of each), and the major themes of the article or book. The points received for the response will be tied to the extent to which the student has added to the understanding of the issue through the selection of items and his/her explanation of the items.
2. Discuss an emerging issue which is not one of the major issues in the course. Find at least five sources in which the issue is mentioned and include what each of the sources contributes to the understanding of the emerging issue. Defend your choice of emerging issue. The points received for the response will be tied to the extent to which the student has made a case for this being an emerging issue and the quality of the research in the ten sources.
3. What is the single most important issue facing managers today (the issue cannot duplicate any material found in #1 or #2 above). Document your choice with at least three sources, make reference to at least one specific work situation (preferably your own) and convince the reader that this really is the most important issue facing managers today. Points will be awarded on the basis of the convincing argument, how well the issue can be tied to a work situation and the use of the three sources in making the case.

COURSE OVERVIEW

As a student in this accelerated course you are probably either a manager currently or have aspirations of becoming a manager. While being a manager has many rewards, it also has many challenges. This course is written to portray some of those challenges.

Because the emphasis in the course is upon what is happening right now, the sources are very current. As the course progresses there will be additional sources (books, periodicals, TV and radio news, and other sources). Notice that there is extensive reading outside of the texts. In these cases the sources have been selected for the purpose of portraying issues from a number of sources and a number of viewpoints. The course does not attempt to say these are the only major issues facing a manager currently. The list could be expanded, but we have chosen to limit it to this number.

This course is unique in that it both addresses the present situation for managers today and the future world of the manager. The cutting edge issues for managers today are indicators of what the manager's world will be like in the future. While some might consider a portion of the topics in this course to reflect a fad, none can deny that they will impact management in the future in a major way. It could be that the impact will be largely over the next several years, but it could last for decades and pave the way for other long-term changes in management. The eight major issues selected for this study are as follows:

1. Ethics, Integrity and Values.
2. Vision, Mission and Leadership.
3. Organizational Culture/Learning Culture.
4. Change/Opportunity.
5. Decentralization/Mergers and Acquisitions/Entrepreneurship.
6. Accountability, Commitment and Trust.
7. Changing Workplace/Diversity/Managing Oneself.
8. Purpose, Strategy and Execution.

We encourage you to discuss the issues with others at your place of work. It is helpful to understand each of the issues because they will affect your success as a manager. The Final Paper asks you to think beyond these current issues to those which are emerging in our society.

We believe that you will find the course interesting. Contribute your part to making the discussion lively. There are no clear, specific solutions to the various challenges being presented. Be careful about forming conclusions too early. It is important you begin with a goal of understanding the issue and then having the resolve of taking action based upon your understanding and perspective.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Introduction to the Course Ethics, Integrity and Values as a Cutting Issue	Certainties and Strategy Vision and Mission	The Change Leader Discovering Opportunity	True Believers and Commitment Regulation	Managing Oneself Hispanic Nation: Is America Ready?
2	Management's New Paradigms Break	(continued) The Vision of the Leader	(continued) Fear and Anxiety Break	(continued) Trust as the Manager's Biggest Issue	(continued) Effective People Break
3	Art, Science, Crapshoot After Enron: The Ideal Corporation The Nature of Change	Break Organizational Culture Change and Coaching, Execution	Drucker and Senge Video	Break Accountability, Commitment and Trust Standards Bearer	Mission-Driven Companies The Four Bases of Organizational DNA
4	(continued) America's Most Admired Companies Journal Entry	(continued) Learning for a Change Journal Entry	Why Execution Is Needed M & A Needn't Be a Loser's Game Assessment and Measurement Journal Entry	(continued) Building Blocks of Execution Journal Entry	The Process of Execution Journal Entry Course Evaluation

STUDENT ASSIGNMENTS

Week One

Note: Unless otherwise noted, regular writing assignments or responses should not exceed one page each. Quality is more important than quantity. We will discuss more on the first day of class.

1. Read the Course Overview in the Student Guide and prepare a written response to the following study question:

Why is it appropriate to study major issues in management today when we know that these issues will change over time?

2. Read "Ethics, Integrity and Values as a Cutting Issue," "Art, Science, Crapshoot," "After Enron: The Ideal Corporation" and "America's Most Admired Companies" in the Course Pack and prepare written responses to the following study questions:

"Ethics, Integrity and Values as a Cutting Issue"

Identify three significant conclusions reached by Shurson. In class discussion, be able to defend why these conclusions are significant.

"Art, Science, Crapshoot"

How does integrity relate to this article?

"After Enron: The Ideal Corporation"

What does this article say that we can learn about trust and integrity from the Enron scandal?

"America's Most Admired Companies"

What surprises you most about the list (who is on it, how they got there, what it means)?

3. Read Drucker, Introduction and Chapter 1, and prepare a written response to the following study question:

How does Drucker describe the purpose of this book?

4. Read Senge, Chapters I, II and III, and prepare written responses to the following study questions:

Chapter I

Which of the "ten challenges" best describes the attitude of my workplace toward change?

Chapter II

Explain the relationship between the seed of the Sequoia tree and developing a new organizational structure.

Chapter III

Describe how Senge is urging us to think in a different way about time.

Week Two

1. Read Drucker, Chapter 2, and prepare a written response to the following study question:

Which of Drucker's five assumptions has the potential for the greatest impact on U.S. organizations?

2. Read "Vision and Mission" in the Course Pack and find a current article (or chapter in a book) on the topic of vision or mission, copy it, read it and bring it to class. Also identify two major points made in the article or chapter that you are bringing to class.

3. Find a chapter from a book or an article about organizational culture, read it and write a half-page summary about the chapter or article. Bring the summary and a copy of the chapter or article to class.

4. Read "Learning for a Change" which can be found online at the following website: fastcompany.com/online/24/senge.html, and prepare a written response to the following study question:

What is the writer's conclusion about the relationship between learning and bringing about change?

5. Read Senge, Chapters IV, V and VI, and prepare a written response to the following study question:

What does Senge say is the biggest challenge in "walking the talk"?

Week Three

1. Read Drucker, Chapter 3, and prepare a written response to the following study question:

Why does Drucker say that "One cannot *manage* change. One can only be ahead of it"?

2. Read "M & A Needn't Be a Loser's Game" (*Harvard Business Review* Reprint) in the Student Guide and prepare a written response to the following study question:

Why are so many mergers a loss for the acquiring company?

3. Find, read and copy an article (or chapter in a book) on the topic of discovering opportunity (*Inc.* and *Entrepreneur* magazines are suggested). Summarize in one

page or less the major points of the article (or chapter). Bring both the summary and copy of the article (or chapter) to class.

4. Read Bossidy and Charan, the Introduction and Chapters 1 and 2, and prepare a written response to the following study question:

After reading the assignment, what do you think this book will be about?

5. Read Senge, Chapter VII and pages 281-298 of Chapter VIII, and prepare written responses to the following study questions:

Chapter VII

How do "gray stamps" relate to managers?

Chapter VIII (pp. 281-298)

Explain the concept of Gregory Bateson that is presented in this chapter.

Week Four

1. Read Senge, pages 319-346 of Chapter IX, and prepare a written response to the following study question:

What is the relationship between a "true believer" as used in Senge and "commitment"?

2. Read "Two Weeks in January" in the March 2003 issue of *CFO* (pp. 75-77) and "Standards Bearer" in the February 2003 issue of *CFO* (pp. 46-49) by accessing the articles online (www.cfo.com/magazine). If not available, then find another similar article and then prepare a written response to the following study questions:

"Two Weeks in January"

Identify one major change that came from the Sarbanes-Oxley Act.

"Standards Bearer"

Why is Paul Volcker a significant figure in the reforming of government regulation and the restoration of accountability and trust in for-profit organizations?

3. Read "Trust as the Single Most Important Issue Facing Managers Today" in the Course Pack and prepare a written response to the following study question:

Identify two major reasons why Shaw feels trust is the biggest issue facing managers today. Explain how this relates to organizational culture.

4. Read Bossidy and Charan, Chapters 3-5, and prepare a written response to the following study question:

Explain the significance of building blocks one, two and three.

5. Find, read and bring to class an article (or chapter in a book) on one of the following topics: accountability, commitment or trust. Prepare a written half-page summary of the article or chapter.

Week Five

1. Read Drucker, Chapter 6, and prepare a written response to the following study question:

Explain why Drucker says that managers need to assume more responsibility for managing their own career today than was true in the past.

2. Read "Effective People," "Hispanic Nation: Is America Ready?" and "The Four Bases of Organizational DNA" in the Course Pack and prepare written responses to the following study questions:

"Effective People"

Explain five main conclusions/statements made by Shurson about training.

"Hispanic Nation: Is America Ready?"

Identify one factor that is different in how Hispanics are being assimilated into our culture compared to other groups earlier.

"The Four Bases of Organizational DNA"

Discuss the relationships between the four DNA characteristics of organizations as presented by the writers.

3. Read Bossidy and Charan, Chapters 6 and 7, and prepare written responses to the following study questions:

Chapter 6

Apply one of the four building blocks described in this chapter to the organization where you work.

Chapter 7

Explain the basic goal of any strategy according to this chapter.

M & A NEEDN'T BE A LOSER'S GAME

By Larry Selden and Geoffrey Colvin

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