



MGMT 250: Introduction to Managing People and Organizations I

Fall 2012

Section 100

Mon. and Wed. 12:30 – 1:45 p.m.

Location: PBL 04

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Course Objectives & Overview

Welcome to "Introduction Managing People and Organizations I"! This course is an integral part of your studies since it focuses on people and the processes organizations have developed to ensure the success of their human resource. This focus complements other important aspects of management, since areas such as strategy and finances ultimately involve the efforts of individuals and groups. The theories, cases and exercises you will be exposed to in this class are designed to provide you with a toolkit for being a successful member of a work organization.

The objectives of this course are for you to:

1. Understand the importance of **individual** differences such as personality, learning styles, values, emotions, and attitudes. Understanding what makes you and other individuals "tick" is important for understanding how to manage yourself and others.
2. Learn about essential elements of working well with others as a **group**, such as leadership, decision-making, communication, and motivation. Since organizations increasingly rely on the work of groups and teams, it is imperative that you leave this class with a clear sense of how to contribute to a team effort.
3. Become familiar with the **organizational**-level processes such as recruitment, selection, evaluation, compensation, training, and discipline that are used to ensure the success of employees. Understanding these will not only allow you to navigate them in your own work experience, but to also appreciate the different ways in which organizations try to ensure the success of their employees.

Based on the above objectives, this course is comprised of three parts or modules, each with an associated learning outcome. Integrating all three modules will equip you with learnings that you can use towards your future personal and professional success:

In Module 1, based on assigned readings, self-assessment exercises, and reflection on your own life experiences, you will learn about individual differences such as personality, values, learning

styles, and career preferences. Assignments such as developing a resume and a Learning Plan will help you articulate what you learn about yourself.

In Module 2, you will learn about leading and working as part of a group. Building on the readings and discussions we will have in class, you will also learn first-hand about decision-making, time management and coordination by working with others as part of a class team to create a Team Plan and evaluate your contributions as a group member.

Finally, in Module 3, you will learn about more advanced issues regarding group work in organizations, and the formal processes that organizations use to ensure the success of individuals and groups. Your team will explore a local organization's Human Resource Department so that you can learn how the concepts you will read about are put into real-life practice.

Grading and Course Requirements

I encourage you to bring up any questions about the syllabus or grading options during, after class, or at a time outside of class you decide upon with me or the TA. Letter grades will be assigned as follows: A = 90 -100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = 0 - 60.

Graded Contributions	Sub-assignments	Percentage	Total
Participation	In-class (self-ratings)	10%	
	Peer ratings by team	10%	20
Learning Plan	Part I (midterm)	20%	
	Part II (final)	20%	40
Team Human Resource Management Exploration Project	Team Plan	10%	
	Final Presentation	15%	
	Final Report	15%	40
	Total Points Available		100

Please see Appendix A for detailed descriptions of each assignment, and Appendix B for the schedule of readings, assignments, and speakers for each of our class sessions.

Required Materials

- **Essentials of Organizational Behavior** (2012, 11th Ed.) by Stephen P. Robbins & Timothy A. Judge. Prentice-Hall. ISBN 0132545306. (Available from the CWRU Bookstore)
- **Coursepack** (Available for \$18.24 at <http://cb.hbsp.harvard.edu/cb/access/14508695>)
- **Kolb Learning Style Inventory 4.0** (Available for \$26.50 online from www.haygroup.com)
- **Career Search Guide**. (Available free online from the Case Office of Career Services: <http://studentaffairs.case.edu/careers/events/fairs/doc/navigate.pdf>)

Course, School, and University Policies

This course will introduce you to some of the opportunities available to you in organizations, as well as provide you with new opportunities for learning. Please ensure that you can commit to all the requirements in the class, and if you experience difficulty completing assignments at any time, do not hesitate to speak with me or the teaching assistant.

Using electronics in class: It is important for you to successfully integrate technology into your classroom experience:

- Let me know if you will be using a device regularly for translation purposes or to view an electronic version of the text book.
- We will negotiate criteria for when it is appropriate to use devices while guest speakers are present, teams are presenting, or when you have an emergency. Otherwise, I expect that we will all respectfully engage and listen to each other.

Writing Support: If you have any concerns about your writing ability in completing the assignments for this course:

- Come talk to me, or the TA, and take advantage of the in-class feedback sessions
- Visit the Writing Resource Center (<http://www.case.edu/writing/writingcenter.html>) with drafts of assignments before they are due.

Academic integrity: Because they limit your own learning and create an atmosphere of unfairness in the class, cheating, plagiarism, and other forms of academic dishonesty will not be tolerated in this course. These acts include, but are not limited to, turning in written work prepared by someone other than yourself (including text downloaded from the Internet, or borrowing sentences from assignments submitted by others for this class in this or previous semesters), and making minor modifications to someone else's work and turning it in as your own. You are expected to abide by the standards described in the following resources, and to otherwise seek out clarification from me or the TA if you are unsure of what kinds of actions constitute cheating or plagiarism. Ignorance will not be accepted as an excuse for not producing your own original high-quality work.

- CWRU Standards of Academic Integrity Policy: <http://studentaffairs.case.edu/handbook/policy/integrity.html>
- Avoiding plagiarism:
 - <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
 - <http://www.unc.edu/depts/wcweb/handouts/apa.html>

Services for Students with Disabilities: At Case, and in my classroom, there is a commitment to providing all students with opportunities to take full advantage of the university's educational programs. Please let me know as soon as possible (preferably within the first two weeks of class) if you do need accommodations so I can ensure that they are made. All discussions will

remain confidential. Please consult the following resources to see how we define and do our best to respectfully treat students who may have a disability:

- <http://studentaffairs.case.edu/handbook/policy/disability.html>
- <http://studentaffairs.case.edu/education/disability/>
- Disability Resources Office: Email - disability@case.edu; Phone - 216-368-5230; Location - 470 Sears Building.

Appendix A. Detailed Descriptions of Course Requirements and Assignments

Class Attendance

I look forward to seeing you in every class session. 100% attendance lets you take full advantage of the discussions, teamwork, and amazing guest speakers we will have in class. However, I understand that there might be circumstances that would prevent you from attending a session and in that case, you are to submit an absence form to Blackboard. You are allowed only one unexcused absence. Tardiness and unexcused absences will result in a lower participation grade.

Class Participation

There are multiple forums for your participation in class learning, including directly contributing to class discussions, indirectly contributing to conversations within class and with guest speakers via Twitter, and within your class teams. You are expected to come to class having read and thought about the materials assigned for that session, and maybe even tweeting some thoughts and observations before class begins. You are also expected to be a good team member, showing up ready to work with others in a respectful fashion in class and in meetings outside of class. Some qualities of being a good class participant and team member include being attentive and involved, actively contributing ideas, being a good listener by linking your comments to others', making sure you add value to discussions by clarifying and highlighting important aspects of other ideas, and taking risks, or not simply repeating "safe" information from the readings but adding your original, unique contributions. See the Class Participation document on Blackboard for more characteristics of effective classroom contributions

Participating via Twitter: Each student will be instructed on how to sign up for a Twitter account if they do not already have one. Otherwise, students can use their own Twitter accounts to post responses to the class Twitter handle "@mgmt250cwru". You can use Twitter to post questions before and during class about the topics assigned for that day, and even address questions to guest speakers prior to their arrival, and during our conversation with them in class. We will review the Twitter feed at the beginning of each class session. I encourage you to post at least one question for each guest speaker before class, and post at least one tweet each week on your experience relating class concepts to your Organizational Exploration.

I will also tweet links to articles and reflections on course topics each week. Students are expected to demonstrate respect in their tweets for each other, for me, and for the guest speakers we welcome to class.

Class participation will be scored in two ways:

In-class Self-ratings:

- Your self-evaluation is a useful practice for honestly reflecting back to yourself and to me what you put in and get out of each class. It also provides a quantitative measure of your participation that complements my own sense of your engagement with the class. You will give yourself a numerical rating on the inside of your name tent as follows: a "3" if you are present and actively involved; a "2" if you are present and occasionally contributing; a "1" if you are present but not contributing; a "0" if you are absent without prior notification or present in body but not in mind; and "ABS" if you have an excused absence.
- Each rating must include a brief description/explanation detailing what about your experience prompted a particular rating. Either I or your TA will audit your name tent entries when it is appropriate, e.g. when you are being too easy or too hard on yourself. Please indicate in your self-rating if you were unprepared for that day's class.

Team Peer-ratings:

- You will be required to provide performance feedback on each of your teammates at the midpoint of the Human Resource Department Team Project, and at the end of the semester. Positive feedback would reflect strong, consistent, and valuable contributions that support the overall functioning and morale of the team. A Peer Rating Questionnaire will be posted at www.cwru.qualtrics.com for you to use at the two time points.

Learning Plan

The Learning Plan is an individual writing assignment in which you will synthesize your experiences in class with self-assessment and goal-setting. This plan should help draw together your curricular and extra-curricular activities over the remaining 2 years of undergraduate study.

Part I of your Learning Plan will be due as a 10-12 page midterm paper, and will have two sections, one focused on articulating who you are and the other on sketching out where you might be headed. In terms of "Who are you?" you will describe the key elements of your identity, your values, how you learn best, your skills and strengths. In terms of "Where are you going?" you will describe where you see yourself in the near future (5-10 years from now). In order to sketch out the kinds of careers that might be interesting and a good fit for you, you will interview at least two different people employed in jobs you might consider pursuing after graduating. In your paper, devote at least one page to each interview, describing and reflecting on what you learned. Then, devote at least one other page for comparing and contrasting the jobs and lifestyles of each interviewee. What kind of life would you prefer?

Part II of your Learning Plan will be due as a 4-5 page final paper in which you will describe an action plan for using your unique qualities in a career that best suits you. In terms

of "How will you get there?" you will specify 2-4 learning goals for yourself, that you hope to accomplish within the next 2 years. At least one of the goals should be career-related, while another should be personal. Using 1-2 pages per goal, you will describe how you chose that goal, the various sub-goals involved, and how the goal connects to the skills and strengths you have identified about yourself in Part I. You should also identify any roadblocks to accomplishing the goal that you can anticipate and how you might overcome those roadblocks, e.g. any particular experiences you will seek out, or courses you might take.

More details on how to think about and structure this assignment will be shared in class and in materials posted to Blackboard. You will also have class sessions devoted to providing feedback on both parts of your Learning Plan.

Both papers should include your name, the title of the assignment, the date, and page numbers. It should also be written in 12-point font, double-spaced, with 1-inch margins. Any references (e.g. a bibliographic list of sources) citations (e.g. identifying in the text of your paper the source of an idea other than your own), footnotes and endnotes should follow American Psychological Association (APA) formatting rules (<http://owl.english.purdue.edu/owl/resource/560/01/>). All final versions of the papers are to be submitted via Blackboard.

Team Human Resource Management Exploration Project:

The objective of this team project is for you to gain first hand experience in managing how you work with others, and successfully overcoming the challenges involved in contributing to a team effort. You will also learn about the processes that organizations use to manage their human resource. In the third week of class, I will assign each of you to as diverse a group as possible, based on the individual qualities we discuss in the first part of the course. In these groups, you will work with others as a team to identify a Human Resource Management Department in a local organization that is willing to describe its recruitment, selection, training, evaluation, compensation, discipline and dismissal practices. You will accomplish this not only through combing through the organization's publicly-accessible website and printed materials, but also through interviews (in-person and over the phone if necessary) and observation (where allowed). Grading rubrics for each sub-assignment and further details will be posted on Blackboard and discussed in class.

Timeline and description of tasks:

- Note: All written products should be submitted via Blackboard, and include the name of your team, the title of the assignment, the date, and page numbers. They should also be written in 12-point font, double-spaced, with 1-inch margins.
- *September 10: Team Assignments announced*
- *September 24: Team Plan due*
 - Prior to beginning the exploration your team will create a 5-6 page plan detailing:
 - Who your team members are, their strengths, weaknesses, and the potential challenges of integrating as a team (1.5 pages approx.)

- The expectations, roles, and responsibilities of each team member, how you will communicate and schedule meetings, how you will motivate each other, and also handle absences or slippage from deadlines (1.5 pages approx.)
- The priorities your team has for completing the Exploration, and a plan of action for kicking off and following through the project (1.5 pages approx.)
- The metrics you will use and the records you will keep to assess your ongoing progress and the final outcome of the project. How will you know when you are working well or not, and how will you adapt? (1.5 pages approx.).
- *October 1: Organization Selection due*
 - Email me the name of the organization whose HR Department you will study no later than this date. If you are having difficulties locating or gaining access to an organization prior to this please let me know so I can help.
- *November 12-14: Presentation of Progress Reports*
 - These reports or "check-ins" will serve as an impetus for you to start drafting your final products a few weeks before the due date, as well as allow for feedback from me and the rest of the class.
 - The progress report will consist of a 10-minute PowerPoint or Prezi presentation that describes your team, the organization you are studying, the methods you have used, the main themes you have uncovered so far, the issues you are currently facing with which you need help/feedback, and your plans for finalizing the project. No more than 10 slides are to be used. In order to ensure that all teams have an opportunity to share on their progress, your team should practice your presentation to ensure it does not go past 10 minutes.
- *December 3-5: Presentation of HRM Department Profile Reports*
 - At the end of the semester, your team will compile your observations and analysis into a formal oral presentation to be made to the rest of the class. For this presentation, I encourage you to invite representatives of the organization that you studied to attend. All audience members present will rate your presentation (myself and your peers). Criteria for evaluation will be finalized in class.
 - The Profile Reports will consist of a 15-minute PowerPoint or Prezi presentation that first introduces your team and the organization you are studying. You will then describe the methods you have used and why you thought they were appropriate. Then, using text, images, charts, tables, printed materials, or role-playing, you will share with us the main aspects of how your organization carries out its Human Resource processes and how these processes contribute to the success of individual employees and the organization as a whole. For example, did certain training programs help productivity to rise by 50%, reduce absenteeism by 20%, and help to improve quarterly profits by 25%? Finally, you will conclude by sharing your team's thoughts on whether these practices were appealing to future young employees like yourselves.
- *December 10: HRM Department Profile Report Paper due*
 - At the end of the semester, your team will also turn in a 12-15 page profile report that conveys the contents of your presentation in written form, and which also documents your

team's performance and learning. The Report should have sections similar to your presentation's:

- **Introduction:** The organization you studied, what it does, and why you were interested in it. (1 page)
- **Methods:** How you gained access to the organization, who your main contacts were, the methods used such as interviewing, phone calls, archival and web research, and why you chose those methods. (2 pages)
- **Findings:** What kinds of HR processes did the organization use? Were there particular processes they seemed to focus on more? Why? What were the outcomes associated with the processes used by the organization? Were there particular events that prompted the adoption of certain practices, or particular challenges in implementing certain practices? Images, graphs, and tables are important for presenting your findings and should be referenced and described within the text as well. (3-5 pages)
- **Reflections on the role of HR:** Were any of these practices appealing to you as a group of young people about to enter the working world? Why or why not? (1-2 pages)
- **Reflections on your team experience:** How well did you adhere to your Team Plan in executing the project? What challenges did you face as a team (e.g. communication in new teams is difficult, providing constructive but negative feedback is really hard), and how did you overcome them? What opportunities did you encounter, and how did you take advantage of them? What practical advice about motivating and managing people would you offer to others based on your experience as a team and what you learned from the organization you studied? (3-5 pages)

Extra Credit

I encourage you to take advantage of the numerous opportunities for professional development at the Weatherhead School and at the Case Career Center and use them as extra credit towards your grade. Submit a 3-5 page report on each experience before the last day of class. The report(s) should include your name, the title of the assignment, the date, and page numbers. It should also be written in 12-point font, double-spaced, with 1-inch margins. Grading rubrics for each report will be posted on Blackboard. Each assignment will be worth up to 2% extra towards your final grade.

- **Mock Interview:** Participate in a Career Center-sponsored mock interview and write a report on how you prepared for the interview, how the interview went, how you felt after the interview, and what you will take away for use in your next interviews.
- **Career Center Workshops, Reflection Paper:** Attend two of the career-focused workshops sponsored by the Career Center, or Employer Information Sessions and write one report that summarizes the experience of both workshops. You should describe the content of the workshops, why you selected them, what you hoped to gain from them, how you plan on applying what you learned, and whether you would recommend the workshops to others.
- **Weatherhead School Seminars:** Attend two seminars offered by Weatherhead School student organizations (such as the Consulting Club, Beta Kappa Psi, etc.) or departments (such

as Organizational Behavior, Banking & Finance, Marketing, Operations, etc.) and write one report that summarizes the experience of both seminars. Describe the content of the seminars, why you selected them, what you hoped to gain from them, how you plan on applying what you learned, and whether you would recommend the workshops to others.

Appendix B. Schedule of Readings, Assignments, and Speakers

Module 1: Individuals (and You) in Organizations

Date	Topic	Readings	Assignments	Speakers
Aug. 27	Course Introduction	Robbins & Judge: Chapt. 1		
Aug. 29	Entering Organizations: Recruitment and Selection			
Sept. 3	Labor Day			
Sept. 5	Individual Differences and Self-Assessment	Robbins & Judge: Chapt. 4 Generation Y (Blackboard)	My Values Philosophical Orientation	Laura Papcum (Career Center)
Sept. 10	Interviewing		Team Assignments announced	Laura Papcum (Career Center)
Sept. 12	Psychological Individual Differences	Robbins & Judge: Chapt. 2 & 3		
Sept. 17	Learning Styles & Ex- periential Learning	Learning Styles Inventory	LSI	Drew Poppleton (Career Center)
Sept. 19	Gender	Robbins & Judge Chapt. 1, 2, 3 (re- view)		Jennifer Chung & Amy Pinkerton (Accenture)
Sept. 24	Diversity in Organiza- tions	Robbins & Judge Chapt. 1, 2, 3 (review)		Elizabeth Rocco- forte (LGBT Cen- ter)
Sept. 26	Resume Roundtable		Career Center Staff and Major Employ- ers	

Module 2: Groups in Organizations

Date	Topic	Readings	Assignments	Speakers
Oct. 1	Being in Organizations: Leadership	Robbins & Judge Chapt. 11		
Oct. 3	Being in and leading groups	Robbins & Judge Chapt. 8 & 9		Cavani String Quartet (Cleveland Institute of Music)
Oct. 4	Career Fair			
Oct. 8	Team vs. Individual Decision-making	Robbins & Judge Chapt. 5	Check-in on Learning Plans	
Oct. 10	Communication in Organizations	Robbins & Judge Chapt. 10		
Oct. 15	Feedback in Organizations	Feedback (Coursepack)	Learning Plan Part I In-class Feedback	
Oct. 17	Feedback in Organizations	Fear of Feedback (Blackboard)	Learning Plan Part I due	Mark Fino (Oberlin College)
Oct. 22	Fall Break			
Oct. 24	Motivation concepts	Robbins & Judge Chapt. 6		Career Center Staff
Oct. 29	Motivation applications	Robbins & Judge Chapt. 7		Chris Schmitt (American Roll Form)
Oct. 31	Bringing it all together: Group Experiential Exercise			

Module 3: Organizational-level Processes

Date	Topic	Readings	Assignments	Speakers
Nov. 5	Developing group synergy and relational coordination	Jody Hoffer Git-tell		
Nov. 7	Training	Training Programs (Coursepack)		Jared Schnall (formerly of CWRU)
Nov. 12	Team Human Resource Management Exploration Check-in I			
Nov. 14	Team Human Resource Management Exploration Check-in II			
Nov. 19	Performance Appraisals	Appraisals (Coursepack)		
Nov. 21	No Class			
Nov. 22	Thanksgiving			
Nov. 26	Managing Conflict	Robbins & Judge Chapt. 13		
Nov. 28	Organizational exit and Discipline	Terminations Firing Alex Robins (Coursepack)		
Dec. 3	Learning Plan Part II Feedback Human Resource Management Exploration Presentations I			
Dec. 5	Executive Summary Bridge to MGMT 251		Human Resource Management Exploration Presentations II All Extra Credit Assignments due	
Dec. 10	Learning Plan Part II due Human Resource Management Exploration Paper due			