Proposal for a New Graduate Course

Department: Management and Entrepreneurship
Graduate Program: Master of Business Administration (being proposed)

Course Number & Title MBAD 504: Managing and Leading in Organizations
Total hours/week: 42 hours / 7 hours per week for 6 weeks
Number of Credits Lectures: 3 Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Fall Semester 2010

Catalog description (Please limit to 50 words):
In this course, students apply critical thinking in their analyses of organizations, employing a variety of perspectives. The course focuses on managing self, others, goals, and processes. Through contemporary projects and cases, students develop leadership and management capabilities that are ethically sound, globally aware, and environmentally sustainable.

Prerequisites (or other restrictions)
None

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?

1) To develop an enhanced understanding of the existence of multiple paradigms invoked to analyze organizations. Students will develop an appreciation for the multiple perspectives of organizations and management, including structural, human resource, political, and symbolic. Students will develop an enhanced appreciation for the multiple perspectives of organizational effectiveness (beyond maximizing shareholder returns).

2) To develop an enhanced understanding of the ongoing transformation from traditional command-and-control organizations to high-performing organizations and its impact on the transformed process of managing. This course takes a future-oriented perspective that captures the evolution from the pre-industrial and industrial eras to the current challenges associated with high-skill knowledge work in a global arena.

If more space is needed for any section, please attach additional sheets to this form.

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3] To developed an enhanced appreciation for management as a social activity, rather than a mechanical one. Students will be able to understand management and managing is more than just 'managing people' and includes managing oneself, managing teams, managing goals, and managing processes.

4] To develop an enhanced understanding of the organization as embedded in an environment that includes factors that are historical, political, social, geographic, and economic conditions. To develop the responsibility of the manager in making ethical and socially responsible decisions as a member of the organization. Particular issues of focus include level of analysis, bottom of the pyramid, ethics and social responsibility, and public policy.

5] To make cognitive linkages between their theoretical knowledge and practical business applications through a class project and case writing assignment in which students confront the complexity and uncertainty of managerial decision making and problem-solving.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

This course is required for the MBA program.

Are other departments affected by this course? □ YES       X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES       X NO
If yes, at what institution?

Method of teaching: Lectures, cases, independent study, seminar.

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

   New program with new students anticipated.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

An additional adjunct session will be necessary for a full-time faculty, one-course release to staff this course.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
   This course will not require additional staffing.

b. Budget
   This course will require an increment in budget for materials, cases, parking for speakers, and so forth.

c. Library
   Provided that PASCAL remains intact, the only library additions will be in data bases (e.g. Hoover’s, RMA, etc.).

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: 12/1/09
Signature of Department Chair: [Signature] Date: 12/1/09
Additional Chair’s Signature*: [Signature] Date: 
Signature of Schools’ Dean: [Signature] Date: 12/1/09
Additional Schools’ Dean Signature*: [Signature] Date: 
Signature of the Provost: [Signature] Date: 12/7/2009
Signature of Budget Director**: [Signature] Date: 

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
[Signature] Date: 12/9/09
Signature of Chair of Grad Council: [Signature] Date: 12/18/09
Signature of the Faculty Secretary: [Signature] Date: 

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College of Charleston

School of Business

Masters in Business Administration Program

MBAD 501.001: Managing & Leading in Organizations

Class Time: Mondays and Wednesdays 9:00-12:30

Tate Center for Entrepreneurship 132

Dr. Amy E. Davis
Beatry Center 325
953-5433
davisae@cofc.edu

Office Hours: TBA

Course Description:

In this course, students apply critical thinking in their analyses of organizations, employing a variety of perspectives. The course focuses on managing self, others, goals, and processes. Through contemporary projects and cases, students develop leadership and management capabilities that are ethically sound, globally aware, and environmentally sustainable.

Learning Goals:

1] To develop an enhanced understanding of the existence of multiple paradigms invoked to analyze organizations. Students will develop an appreciation for the multiple perspectives of organizations and management, including structural, human resource, political, and symbolic. Students will develop an enhanced appreciation for the multiple perspectives of organizational effectiveness (beyond maximizing shareholder returns).

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5] To make cognitive linkages between their theoretical knowledge and practical business applications through a class project and case writing assignment in which students confront the complexity and uncertainty of managerial decision making and problem-solving.

Assessment and School of Business Learning Goals:

The readings, in-class discussions, cases, and assignments will address each of the School of Business’s learning goals: ethical awareness, global awareness, problem solving, and effective communication. Students will read, discuss, and write about cases on ethical dilemmas and generate decisions using varied managerial perspectives. Students will read, discuss, and write about managerial practices in varied global contexts. Students will apply critical thinking skills to identify and evaluate “problems and opportunities in the business environment” and use relevant managerial theory to “formulate creative solutions.” Through written assignments, in-class discussions, and presentations, students will develop competencies in using managerial knowledge to produce professional documents and effective presentations that are concise, technically correct, and utilize the appropriate technological tools.

Assessment:

1] Two essay assignments: the first due after session 6 and the second after session 12. Students will integrate the concepts, theories, and ideas learned in each section to analyze an assigned case.

2] Students will develop a case analysis based on an independent analysis of a local organization. They will present the findings of their case to the class.

3] Each student will select a relevant popular management book from an approved list distributed on the first day of class. The books are assigned according to a schedule that maximizes integration with the content of the texts scheduled for the day. Each student will produce a summary to distribute to the members class and provide a brief presentation on its content.

4] Participation: Reading and preparation for class are assumed. Not only do we require students to read all assigned materials, but to also think about the readings and prepare comments and questions on the issues raised in each of the assignments. We expect students to volunteer their reactions with the class and provide answers to questions posed by professors, guest speakers, and other students.

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Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent</th>
<th>Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>20</td>
<td>___ /100</td>
<td>___ *20= ___</td>
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<tr>
<td>Essay 2</td>
<td>20</td>
<td>___ /100</td>
<td>___ *20= ___</td>
</tr>
<tr>
<td>Case writing and presentation</td>
<td>30</td>
<td>___ /100</td>
<td>___ *30= ___</td>
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<tr>
<td>Book presentation and summary</td>
<td>20</td>
<td>___ /100</td>
<td>___ *20= ___</td>
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<tr>
<td>Participation</td>
<td>10</td>
<td>___ /100</td>
<td>___ *10= ___</td>
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<tr>
<td>Total</td>
<td>100</td>
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<td>Total</td>
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</table>

Grading Scale:

**Grades** | Points | College Description
---|---|---
A | 90-100 | Superior
B+ | 86-89 | Very Good
B | 80-85 | Good
C+ | 76-79 | Fair
C | 70-75 | Acceptable
F | 0-69 | Failure
XF | Failure due to academic dishonesty

I - Incomplete and W - Withdrawal may also be assigned

College of Charleston Honor Code and Academic Integrity:

"Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

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Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Graduate Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Graduate Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofo.edu/general_documents/handbook.pdf.

Academic Assistance:

We encourage students to take advantages of the free academic and professional assistance provided by Student Learning Lab to maximize the quality of their written communication and presentation skills. These services are housed in the Addlestone Library. Please go to found at https://spinny.cofo.edu/studentlearningcenter/writing/for more information about the writing lab and https://spinny.cofo.edu/studentlearningcenter/speaking/for more information about the speaking lab. Students with disabilities of any sort can find appropriate resources at http://spinny.cofo.edu/cls/.

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Textbooks:


Schedule:
Subject to Change. All changes will be announced on class and through our classroom management software.

<table>
<thead>
<tr>
<th>Session</th>
<th>Textbook/Unit</th>
<th>Reading</th>
<th>Contemporary Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ch 1: Organization &amp; Organizing</td>
<td>Issue 7: How can a systems approach help organizational leaders?</td>
<td>Drucker Ch 1-5</td>
<td></td>
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<tr>
<td></td>
<td>Ch 2: Entering &amp; Leaving</td>
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<tr>
<td>2</td>
<td>Ch 3: Lifelong Learning</td>
<td>Issue 6: How is globalization affecting organizations around the world?</td>
<td>Drucker Ch 6-10</td>
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<td>Ch 4: Motives &amp; Motivating</td>
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<tr>
<td>3</td>
<td>Ch 5: Rules are Rules</td>
<td>Issue 8: What performance measures should organizational leaders consider today?</td>
<td>Drucker Ch 11-15</td>
<td></td>
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<tr>
<td></td>
<td>Ch 6: Buildings &amp; Organizations</td>
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<tr>
<td>4</td>
<td>Ch 7: Leading</td>
<td>Issue 1: What are the newest approaches to</td>
<td>Drucker Ch 16-20</td>
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<td>Ch 8: Politics &amp; Deals</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Issue</th>
<th>Reading/Activity</th>
</tr>
</thead>
</table>
| 5    | Ch 9: Us & Them  
      Ch 10: Being Different | Issue 5: How can Leaders Capitalize on Diversity in the Workplace | Drucker Ch 21-26  
      Presentation Block 1 |
| 6    | Ch 11: Morals | Issue 3: What does it take for an organization to act ethically? | Drucker  
      Presentation Block 2  
      Essay 1 Due |
| 7    | Ch 12: Greening | Issue 2: Why is it important for leaders to understand the role of social responsibility in organizations? | Welch 1-3  
      Presentation Block 3 |
| 8    | Ch 14: Feelings  
      Ch 15: Sex  
      Ch 16: Serious Joking | | Welch 4-6  
      Presentation Block 4 |
| 9    | Ch 13: Machines & Routines  
      Ch 17: Virtuality | Issue 4: Does Organizational Culture Link to Success or Profitability? | Welch 7-9  
      Presentation Block 5 |
| 10   | Ch 18: Career Shifts  
      Ch 19: Producing & Consuming | | Welch 10-13  
      Presentation Block 6 |
| 11   | Ch 20: Working & Living | Issue 9: Has Strategic Planning been left behind? | Welch 14-18  
      Presentation Block 7 |

If more space is needed for any section, please attach additional sheets to this form.

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<table>
<thead>
<tr>
<th></th>
<th>Ch 21: Learning and Organizing in Uncertain Times</th>
<th>Issue 10: How will organizations function in the future?</th>
<th>Welch 19:20</th>
<th>Case Presentations Essay 2 Due</th>
</tr>
</thead>
</table>

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