

San José State University
Lucas College and Graduate School of Business
School of Management

**BUS 160 – FUNDAMENTALS OF MANAGEMENT
AND ORGANIZATIONAL BEHAVIOR**
(Fall 2018, Course Number 43600, Section 01)

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Class Schedule/Time:	MW 10:30-11:45
Classroom:	BBC 102

COURSE DESCRIPTION

This course provides a foundation for major topics in management and organization behavior by surveying theories and practices relating to managerial roles, organizational cultures, fundamental strategic issues, planning, team building, communication, motivation, leadership, decision-making, control, structure and management of change. It is an excellent experiential course in preparing students for the fast-paced and dynamic field of management and organizations. Students are introduced to working in teams and to an introspective project to prepare them for management roles.

STUDENT LEARNING OBJECTIVES

The objectives of the course are five-fold:

1. To develop theoretical and practical perspectives on leading and managing organizations and the people and teams that comprise them.
2. To develop behavioral and critical thinking skills necessary for diagnosing organizational situations, problems, and opportunities.
3. To develop skills and techniques to be applied in understanding and analyzing various organizational and management situations.
4. To achieve a mastery of basic management theories and principles.
5. Most importantly, for each student to gain an understanding of themselves from a management and leadership perspective in preparing for the management world beyond the classroom.

COURSE LEARNING OUTCOMES

Successful management requires knowledge of the behavior of people in organizational settings and of the processes that occur in those settings. This course is designed to provide students with an overview of the challenges that arise for managers in organizational settings and to provide an introduction to the concepts and theories that can be useful in being an effective manager. Thus, this course has four primary goals:

1. To gain an understanding and appreciation of theories and concepts of organization and management so that students understand basic behavioral theory and its application to contemporary organizations.

2. To gain an understanding of the fundamentals of group functioning and dynamics and the role of communication within those functions in order to successfully enter the management world beyond the classroom.
3. To develop skills necessary to become a diagnostician of organizational systems, structure, and processes using conceptual and analytical frameworks derived from behavioral and management theories.
4. To gain introspective understanding of oneself from a management and leadership perspective

By the conclusion of the course, students will be able to:

1. Identify the roles and responsibilities of managers in the organizations through case studies and discussions.
2. Demonstrate knowledge of factors leading to effective team performance through group projects in class, reflection on those projects, and peer evaluations.
3. Demonstrate knowledge of important leadership skills and theories through analysis of leaders, reflection on group projects and peer evaluations.
4. Identify conflict resolution and negotiation strategies through case studies and in-class activities.
5. Identify the factors that contribute to effective communication, both interpersonal and organizational to include both oral and written communication through class assignments, in-class activities, and analysis of scenarios.
6. Identify the components of individual motivation and application of motivation theories in the workplace through class assignments, in-class activities, and analysis of scenarios.
7. Describe factors influencing work attitudes and the experience of work-life balance through class assignments, in-class activities, and self-analysis.
8. Recognize perceptual biases and how they affect decision-making and interpersonal processes through class assignments, in-class activities, and analysis of scenarios.
9. Identify facets of organizational culture, design, and structure, as they apply to organizational strategy through class assignments, in-class activities, and case studies.

BSBA GOALS

The course will emphasize the attainment of BS/BA goals throughout. These are:

Goal 1: Business Knowledge Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Goal 2: Communication Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Goal 3: Ethical Awareness Recognize, analyze, and articulate solutions to ethical issues that arise in business.

Goal 4: Leadership, Teams, and Diversity Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

Goal 5: Critical Thinking Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Goal 6: Innovation Recognize, analyze, and articulate strategies for promoting creativity and innovation

COURSE FORMAT

This course uses a hybrid model with materials presented on Canvas, as well as in classroom lectures and team discussions in class and for homework. Students must have access to an internet-connected computer for this course. There will be online quizzes posted on Canvas covering every chapter. Grades and additional course guidelines are posted on Canvas under the Files section.

Students need to set up Canvas access at the start of the course. Students need to ensure that they have downloaded the Lockdown Browser feature via the link provided in Canvas. Also, students are responsible for regularly checking Canvas for updates. Students should also regularly check the email address registered at MySJSU to learn of any course updates sent via email.

STUDENT EXPECTATIONS

To succeed in BUS 160 students must be actively engaged in order to meet course expectations. Class attendance is very important in that much of the course is conducted on a team basis via in-class exercises. Expectations include:

1. Reading the assigned material in advance of the class. Note, always bring your textbook to class. Lectures and discussions will cover materials in the textbook.
2. Doing the assigned quiz on Canvas and the personal assessments in the textbook in advance of the day the chapter is covered.
3. Being prepared to participate actively and enthusiastically in class discussions.
4. Learning the material in the textbook. All tests require a mastery of the textbook.
5. Working diligently as a member of your assigned research team.
6. Reading current business and management periodicals to be able to relate the materials studied to real world events on a real-time basis.
7. For written assignments, ensuring that discussions relate to course concepts, critical thinking skills are applied, due credit is given for all references used, and plagiarism is strictly avoided.

REQUIRED READING

1. **Textbook** – Richard Daft, *Management*, 13th edition, ISBN-13: 978-1-1305969308. There are several options that student have for their textbook. The Spartan Bookstore carries the 13th edition in a loose leaf version that also has an access card to the publisher's online learning platform, MindTap. Access to MindTap may benefit some students but it is not a course requirement. There is also an e-book version that can be purchased from various sources as are textbook rental options.
2. **Business Periodicals** – It is important in meeting the requirements of BUS 160, that in addition to having the textbook, that students subscribe to at least one business periodical such as the *Wall Street Journal*, *Forbes*, *Business Week*, *Blumberg Businessweek*, or *The Economist*. It is also recommended that students stay current on business events locally by reading the *San Jose Mercury News* or *San Francisco Chronicle*. Students will need to reference articles in such sources for written assignments. Reading well-written articles is an extremely valuable way to improve writing and critical thinking skills in addition to staying abreast of the fast-moving world of business and management.

COURSE REQUIREMENTS

Course requirements will evaluate students on: (1) mastery of the textbook and class lectures, (2) ability to write and apply the management concepts in the course in a critical thinking manner, (3) willingness to do an honest self-assessment in order to examine their preparedness to enter the world of management, and (4) ability to accomplish results within a team. Note that we cover a lot of material in the course. Students are to read and study each of the chapters assigned, particularly understanding basic concepts and their application. The instructor will emphasize the most important portions of each chapter during lectures. Specific course requirements include:

1. **Online Quizzes** – There will be quizzes posted on Canvas on the assigned chapters. Quizzes are open book and consist of primarily true-false questions. Quizzes are weighted at 5% of the final grade. Students should use one of the computers in the Computer Lab or have a Browser Lockdown feature on their computer in order to access the quizzes. The quizzes are an important way to prepare for exams.
2. **Exams** – There will be two mid-term exams (weighted 15% each) covering reading assignments. The Final Exam will be comprehensive, but most of the exam will be on the chapters covered since mid-term 2. The final exam will be weighted 20%. All exams will be in a multiple choice format, but may contain some short discussion questions for the Final Exam. Students will need to bring a Scantron (Form 882-E) to class the day of each exam and a #2 pencil. Barring an unforeseen serious emergency, there are no makeup provisions for missed exams. For each exam students may bring 2 pages of handwritten notes with writing on the front and back pages. A study guide will be provided for each exam. To provide an incentive to improve exam results, the lowest mid-term grade will be weighted 30% and the highest grade will be weighted 70%.

3. **Team In-Class Discussion Questions** – Following a lecture, class time will be devoted to working in teams to address a discussion question that emphasizes critical thinking. Teams will discuss the question, arrive at an answer, develop handwritten notes from their discussions to be turned in, and if time permits, make a short impromptu presentation to the class when they are called on. Students not present and taking part in the team exercise will receive a grade of zero. Some exam questions will be selected that relate to these team discussion questions.
4. **Team Research Project** – Students will be assigned to a team to perform research on a contemporary topic in management and organization behavior. Each team will select a topic from a list of candidate topics provided (or one of their own choosing approved by the instructor) and develop a research report and make a presentation to the class. In arriving at a single grade for the team project, the report will be weighted 80% and the presentation 20%. The final student's grade on the research project will be taken into consideration a Confidential Peer Evaluation of each student's contribution to the team's project (See item 10 below.).

Project Goals - The goals of the team research project will be for students to:

- a) Learn to effectively work together as a team.
- b) Learn about yourself and others, including the roles you play in a team.
- c) Learn the most effective methods that result in successful teams.
- d) Advance learning about a management topic of interest.

Research Report – The team's research report will consist of a minimum of 10 pages of text, in addition to a cover page, table of contents, references and any attachments. Additional guidelines for the Team Research Project will be posted on Canvas. Critical thinking will be an important part of the grade determination.

Research Presentation – The team will present their research findings to the class. A rubric for evaluation of the team's presentation is in the appendix to this syllabus. All members of the class will evaluate each team's presentation. The objective is to learn from observing others.

5. **Personal Management Development Plan** – In each chapter in Daft's *Management* are personal assessments designed for students to develop behavioral insights into their personal attributes for being a manager and leader. These assessments represent an excellent tool for students to engage in introspection in shaping their career and management future. Students are to maintain a written summary of their individual outcomes on these exercises and how they view the results. Building upon these personal assessments, students will develop an introspective report, their Personal Management Development Plan (PMDP). Their PMDP will reflect on their background, discuss the key new insights gained from the assessments done, and develop a personal improvement plan to optimize their skills and attributes for the world of management beyond the classroom. More information on the PMDP will be provided in class.
6. **Class Participation** – The class depends on the on the active engagement of students. A student's class participation grade will be determined based on their active involvement in class discussions, adherence to class etiquette guidelines, and quality of their presentation as part of their team's presentation. By the last class, students are given the opportunity on a voluntary basis to submit their own personal assessment of how good a class participant they have been and contributed to their team and the class.
7. **Team Member Peer Evaluation** – The ability to work as a valued team member is a major factor in organization and individual success. Employers increasingly select candidates based the ability to work with others. Accordingly, toward the end of the course, students will submit a confidential peer evaluation. This evaluation will be a factor in each student's grade on the Team Research Project. Final team project grades for each student will be factored to reflect peer evaluations. This can effect a student's final grade. The message is to be a valuable team member, and both contribute and gain from you team experience.

FORMATION OF TEAMS

Professor Musgrave will form the initial teams based on creating diversity in each team based on majors, ethnicity, and gender. However, after teams meet at the first class, with good reason, adjustments can be made in team assignments based on the approval of Professor Musgrave. Students may also email Professor Musgrave as to their team preferences before the teams are formed.

CLASS ATTENDANCE AND PARTICIPATION

Class Environment

This BUS 160 class is more like the environment of an organization with a lot of interaction and information exchange. As a result, a major emphasis is on student participation and discussion questions because we want the learning experience to be enhanced by everyone's active participation. In addition, University policy F69-24, states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is important to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." Attendance will be taken with use of a class sign-in sheet, and while attendance is not a direct factor in the class participation grade, "you cannot participate if you are not present."

How Students are Evaluated on Class Participation

The instructor maintains an awareness of students who ask good questions and provide comments in class. In addition, the optional end of semester Self-Report on class participation provides each student the opportunity to highlight those areas they feel were important to their class participation. Students may also give the Instructor a note at the end of a class on their participation, e.g. "Professor, just a reminder that I responded to your question in today's 160 (01) 11/14 class on team diversity. Thank you. Amanda Ellis."

What are the Ways I Can Be an Engaged Student and Strong Class Participant?

Effective class engagement and participation is multi-faceted and can vary based on the student's particular personality and interests. Below are suggestions.

- Be prepared when you come to class by having studied the chapter and read some business periodical to provide added insights on current events. Be primed to ask pertinent questions and provide comments.
- Don't hide on the back row. If you really want to be a visible contributor, normally it is better to sit closer to the front of the class.
- Be a polite contributor. Raise your hand, don't dominate the conversation, acknowledge and build upon the comments of others in a "bridging manner."
- Support your team. The instructor and all students contribute to our class at two levels, the overall class and each team. Be a great team player and help your team excel.

Optional Class Participation Report Card

While the instructor will maintain an awareness of how individual students are contributing to our class it is not always possible to fairly evaluate the participation of students in their teams. Therefore, on an optional basis, students have the opportunity to submit a self-report on their class participation by the last class.

LATE POLICY

NO LATE PAPERS WILL BE ACCEPTED. Failure to turn-in a paper on time will result in a grade of zero for the assignment. Assistance on writing may be obtained at the SJSU Writing Center accessible on line at <http://www.sjsu.edu/writingcenter/>.

FINAL COURSE GRADE DETERMINATION

Final course grades are determined based on the weightings and grade distribution shown below.

The weightings used to determine course numerical grades are shown in the following table:

	Course Requirements	Weight
1	Online Quizzes	5%
2	Mid-term 1 Exam	15%
3	Mid-term 2 Exam	15%
4	Final Exam	20%
5	Team Discussion Questions	5%
6	Team Research Project	15%
7	Personal Management Development Plan (PMDP)	20%
8	Class Participation	5%
There will also be extra credit opportunities by attending special events and writing a short report on the event and what was learned.		

Numerical percentages are converted to letter grades based on the table below. There is no grading on the curve.

A+ : 98%-100%	A : 94%-97%	A- :93%-90%	B+ : 89%-87%
B : 86%-84%	B- : 83%-80%	C+ : 79%-77%	C : 76%-74%
C- : 73%-70%	D+ : 69%-67%	D : 66%-64%	D- : 63%-60%
F : Below 60%			

INSTRUCTOR'S BACKGROUND

Professor Musgrave has lectured and operated in numerous countries in Asia, Africa, Latin America, Europe, and Eastern Europe in both corporations and the military. Formerly, he was the president & CEO of The Enterprise Network (TEN) of Silicon Valley where he mentored startups and managed a technology commercialization program with NASA. He has been an executive in the electronics industry, co-founder of a Silicon Valley startup, and is a former U.S. Navy Captain. Professor Musgrave will share much of his management experience to illustrate the concepts and theories of the course. He has DBA and MBA degrees from The George Washington University in Washington, D.C. Students are encouraged to contact him at William.musgrave@sjsu.edu.

CLASSROOM ETIQUETTE

It is incumbent on each student to respect the rights of others. Classroom etiquette is considered in a student's class participation grade. Please adhere to the following guidelines:

Classroom

1. Be on time. If you are late, come in quietly so that you do not disturb others.
2. Do not hold side conversations when other students or the instructor are addressing the class.
3. In general, it is expected that all members of this class will act respectful at all times.
4. When in doubt, simply treat others as you would wish to be treated.

Cell Phones and Texting

Turn cell phones off or put them on vibrate mode while in class. Do not answer your phone in class or text in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture and following the Power Point lectures. Students who abuse the privilege of using a computer will be asked to leave the class and may be referred to the Judicial Affairs Officer of the University for disrupting the course.

Eating

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

EMAIL AND COMMUNICATIONS

Professor Musgrave will respond to all appropriately worded email requests within 36 hours on weekdays, and within 48 hours on weekends. Emails must be written in the appropriate business formal style and contain the words "Bus160" in the subject heading. He can be reached at William.musgrave@sjsu.edu.

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

1.0 DEFINITIONS OF ACADEMIC DISHONESTY

1.1 CHEATING

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- 1.1.1. Copying, in part or in whole, from another's test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;
- 1.1.2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- 1.1.3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;
- 1.1.4. Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;
- 1.1.5. Altering or interfering with the grading process;
- 1.1.6. Sitting for an examination by a surrogate, or as a surrogate;
- 1.1.7. Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

1.2 PLAGIARISM

At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- 1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
- 1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

STUDENT COURSE RESOURCES

Students are expected to take full advantage of the following resources to enhance attainment of student learning objectives:

1. **Canvas** - Copies of course materials, team project assignments, writing and research requirements, and other course materials can be found at <https://sjsu.instructure.com>.
2. **Publisher's Student Site** - A publisher's companion website for students is available at <http://login.cengage.com>. This Student Website helps students accelerate their learning of course concepts through various practice tools to reinforce learning. As mentioned previously, there is a 2-minute video on how to register for MindTap and log in to your course is at the following link: <https://play.vidyard.com/m52vRVVKTaor2M5PCFMQ9S>
3. **Study Groups** – One of the best ways to accelerate learning is through the synergy of a study group. Students are encouraged to use their assigned group for purposes of studying together to reinforce the materials in the textbook.
4. **Martin Luther King Library** – The MLK Library is an excellent source for research. Our librarian is Diana Wu. Contact: Diana.wu@sjsu.edu, 808-2087.

5. **Meeting with Instructor** – Professor Musgrave is available by email and during office hours to answer any questions and to help on an individual or group basis. Students can drop by his office during regular office hours or arrange for a special meeting via email.

6. **Student Technology Resources** - Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

7. **SJSU Peer Connections** - Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a variety of topics including preparing for the Writing Skills Test (WST), improving learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

8. **SJSU Writing Center** - The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

9. **SJSU Counseling Services** - The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

COURSE SCHEDULE FOR BUS 160 (01), FALL 2018, #43600, MW, 10:30-11:45, 1:30-2:45, BBC 102

(Subject to change with fair notice.)

Class	Day	Date	Subjects and Examinations (Textbook: Richard Daft, <i>Management</i> , e13)	Assignments and Due Dates
1	W	8/22	Course Introduction. Syllabus review. Team processes.	
PART I. INTRODUCTION TO MANAGEMENT AND THE CRITICAL ROLE OF TEAMS TODAY				
2	M	8/27	Ch 1 –The World of Innovative Management	Canvas quiz & group discussion Q
3	W	8/29	Ch 2 – The Evolution of Management	Canvas quiz & group discussion Q
	M	9/3	No class due to Labor Day	
PART II. THE ENVIRONMENT OF MANAGEMENT				
4	W	9/5	Ch 3 - The Environment and Corporate Culture Meet your team.	Canvas quiz & Team Planning Time on Team Research Project
5	M	9/10	Ch 4 – Managing in a Global Environment	Canvas quiz & team discussion Q
6	W	9/12	Ch 5 –Ethics and Social Responsibility	Canvas quiz & team discussion Q
7	M	9/17	Ch 6 – Managing Startups and New Ventures	Canvas quiz & team discussion Q
8	W	9/19	Exam Review	
9	M	9/24	Mid-term 1 – chapters 1-6	
PART III. PLANNING				
10	W	9/26	Ch 7- Planning and Goal-Setting	Canvas quiz & team discussion Q
11	M	10/1	Ch 8 – Strategy Formulation and Execution	Canvas quiz & team discussion Q
12	W	10/3	Ch 9 – Managerial Decision-Making	Canvas quiz & team discussion Q
PART IV. ORGANIZING				
13	M	10/8	Ch 10 – Designing Organizational Structures	Canvas quiz & team discussion Q
14	W	10/10	Ch 11 – Managing Change and Innovation	Canvas quiz & team discussion Q
15	M	10/15	Ch 12 – Managing Human Talent	Canvas quiz & team discussion Q Team Member Feedback Exercise
16	W	10/17	Ch 13 – Managing Diversity	Canvas quiz & team discussion Q
17	M	10/22	Exam review	
18	W	10/24	Mid-term 2 Exam – chapters 7-13	
PART V. LEADING				
19	M	10/29	Ch 14 – Understanding Individual Behavior	Canvas quiz & team discussion Q
20	W	10/31	Ch 15 - Leadership	Canvas quiz & team discussion Q
21	M	11/5	Ch 15 – Leadership (continued)	Team Discussion Q
22	W	11/7	Guest speaker on leadership	Potential team discussion Q/Exercise
	M	11/12	<i>No class due to Veteran's Day</i>	
23	W	11/14	Team Research Project Presentations	Team Research Project reports due
24	M	11/19	Team Research Project Presentations	
	W	11/21	<i>No class, non-instructional day due to Thanksgiving</i>	
25	M	11/26	Ch 16 – Motivating Employees	Canvas quiz & team discussion Q
26	W	11/28	Ch 16 – Motivating Employees (continued)	Canvas quiz & team discussion Q
27	M	12/3	Ch 17 – Managing Communications	Canvas quiz & team discussion Q
28	W	12/5	Ch 18 – Leading Teams	Canvas quiz & team discussion Q
PART VI. CONTROLLING				
29	M	12/10	Ch 19 – Managing Quality and Performance	Canvas quiz & team discussion Optional Class Part Report due PMDP report due
	Tue	12/18 0945- 1200	Final Exam Comprehensive but with emphasis on material since MT2. (chapters 15-19)	Team Member PEER Evaluation due

APPENDIX - FORMS USED IN COURSE: The below forms are used in the course:

REPORT Rubric for Team Research Project

A=Superior/*Exceeds* Expectations B=Very Good Job/Meets Expectations C=Average/Could Use Improvement
D/F=Deficient

Criteria:	A	B	C	D/F	Comments
1. The paper was well organized and well-presented, with strong visual appeal (e.g., good formatting, headings easy to follow).					
2. The research was thorough and the issues were addressed concisely but completely.					
3. The information was cited appropriately (using APA) and information was not just paraphrased from internet—it was presented in your own words. A reference list was included and showed established resources (not weak or unlegitimized websites; properly formatted).					
4. The writing was interesting, engaging, professional and grammatically correct, and it flowed well from section to section.					
5. All topics requested in the assignment were thoroughly covered. The group made excellent use of space (no filler or fluff, but also not too sparse).					
6. Overall quality of the report					

PRESENTATION Rubric for Team Research Project

A=Superior/*Exceeds* Expectations; B=Very Good/Meets Expectations; C=Average/Could Improve
 D/F=Deficient

Criteria:	A	B	C	D/F	Comments
1. The presentation was informative—it contributed to your classmates’ learning.					
2. The research was outstanding (the topic was well researched and the group was well informed on the topic).					
3. The speakers presented well (did not read, used good eye contact, were interesting and engaging, and were well prepared).					
4. The visuals made it easy to follow and engage (not too many words, multiple types of visuals, didn’t just read off slides, visuals contributed and did not compete with the words that speakers were saying).					
5. The group made the best use they could of the 10 minutes (i.e., managed time well).					
6. All topics requested in the assignment were covered.					
7. Answered questions well.					
8. The presentation indicated strong teamwork.					

PERSONAL MANAGEMENT DEVELOPMENT PLAN Rubric

A=Superior/*Exceeds* Expectations; B=Very Good/Meets Expectations; C=Average/Could Improve
D/F=Deficient

Criteria:	A	B	C	D/F	Comments
1. The report was well-organized with strong visual appeal (e.g. attractive cover, proper table of contents, good formatting, headings, proper use of paragraphs, easy to follow, proper appendix).					
2. A maximum number of Self-Assessment exercises were completed (3 per chapter) with meaningful summaries about the results.					
3. The report reflected an engaging discussion of: a. Student’s background b. New insights gained from the Self-Assessment exercises conducted, and these were integrated into a thoughtful discussion. c. A forward looking plan for the future in terms of avenues for self-improvement.					
4. The writing was interesting, engaging, professional and grammatically correct (and flowed well from section to section.)					
5. If any research was conducted, e.g. interviewing techniques or career choices, these are cited per the APA style.					
6. Overall quality of the report					

Developmental Peer Feedback Form (Team Name/# _____)

Your Name _____ Your Team Member's Name _____

1. This form is for developmental feedback only—it will not affect the student's grade.
2. Complete a Peer Feedback Form for each of your team members and give it to them.

FACTORS/RATING SCALE	RATING	COMMENTS/FEEDBACK
Exceeds Expectations (Exceptional)	+	<i>Strive to be honest and constructive. Objective it to build a stronger team that performs better during the rest of the course..</i>
Meets Expectations (Does what I would expect)	0	
Below Expectations (Needs Improvement)	-	
Good Team Player. Encourages all team members to contribute. Does not dominate or do all of the work alone; makes sure everyone contributes to the project.		
Attendance. Attends all classes, meetings, and events, and is on time or early.		
Courtesy. Notifies other members if going to miss class, a meeting, or if will be late.		
Preparation. Always prepared; has materials ready prior to meeting for team activities.		
Timeliness. Gets work submitted on time or even early. Responds quickly to emails.		
Task orientation. Focuses on getting job done. If others begin to stray from topic, will steer them back.		
Work quality. Produces top quality work, clearly at an outstanding level.		
Ability to listen. Listens attentively and doesn't interrupt. Is open to others' ideas.		
Contributions. Contributes to all team assignments.		
Discussion. Initiates thoughtful discussion, but is careful not to "hog" the floor, attempts to help others become involved.		
Insight. provides substantive, well-grounded, thought-provoking, creative, challenging insights that are extensions of the concepts.		
Feedback skills. Gives constructive criticism, and takes same seriously and without being defensive.		
Professionalism and Ethics. professional and polite; treats others (and their opinions) with respect. Demonstrates honesty, integrity, and responsibility.		

Confidential Team Member Peer Evaluation

Complete the following team evaluation form by assigning a grade for each team member, including you. Assign a score from 0-100% indicating the % of the team grades the student should receive for the semester. If the grade is 100% you do not need to provide a comment. If you provide less than 100%, indicate the reason for the reduced team participation grade in the space provided.

Team Number: _____		
Member Name	Grade (0- 100%)	Comments: (Only complete if grade is less than 100%)
Your name:		

Additional Comments (optional):