

GENERAL INFORMATION

- a. **Instructor:** Dr. William E. Matthews.
MBA and DBA from Harvard University.
A management consultant in the areas of strategic and organizational planning with more than twenty years experience.
- b. **Office/hours:** Office: Valley Road - Room 3050
By appointment
- c. **Telephone/fax/e-mail:** (973) 616-7097
720-2809 (on campus – fax machine)
matthewsw@wpunj.edu
- d. **Text:** William E. Matthews, *Management – The Essentials*, Kendall-Hunt Publishing, 2005.
- e. **Supplemental texts:** There are numerous basic management texts. If you need additional information on specific topics, utilize the library on the main campus.

Periodicals such as *Business Week*, *Fortune*, *Forbes*, and *The Economist* and newspapers including *The New York Times* and *The Wall Street Journal*.
- f. **Reasons for offering course:** A required course in the business program core.
- g. **Prerequisites:** None.
- h. **Course description:** This course introduces basic principles, policies, and successful methods of business organization and management. It emphasizes management's ability to analyze, plan, coordinate, and control the varied activities of production, personnel, finance, and marketing. It also examines social responsibility and environmental factors affecting business policy and operations.
- i. **Course objective:** The primary goal of this course is to introduce the basic tenets of management theory and explain the interactive nature of the management process in order to prepare students for more advanced business management courses.

Specific objectives are to:

- o Define the various roles, functions, and levels of management.
- o Present a review of major management theories and the evolution of the discipline.
- o Define the basic stakeholder groups and their expectations.
- o Develop critical thinking and written communication skills.
- o Promote an understanding of how organizations create value.
- o Demonstrate how course topics build on one another to create integrated knowledge.

j. Student learning outcomes:

During the course students learn how to:

- o Develop a management vocabulary.
- o Acquire knowledge of the major theories in the field.
- o Explain basic management principles.
- o Critically evaluate the impact of environments on organizations.
- o Explain the ethical implications of management decisions.
- o Explain basic management principles.

k. Teaching methods:

This course will utilize a variety of teaching methods including:

- o Reading of chapters in the textbook.
- o Review of articles relating to the key issues.
- o Analyzing discussion board questions on Blackboard.
- o Evaluation of short cases describing real world situations.

COURSE OUTLINE

December 26	Introduction*
	Chapter 1 – Managers: What Do They Do? (page 1)
December 27	Chapter 2 – The Real World of Management (page 29)
	<i>Case #1 – Jazpro Toy Company</i> (page 49)

December 30	Chapter 3 – The Impact of Technology (page 51) <i>Discussion Board #1</i>
	Chapter 4 – The Impact of Diversity (page 71) Case #2 – Richmond Community Bank (page 91)
December 31	Chapter 5 - Ethics and Social Responsibility (page 93) <i>Discussion Board #2</i>
January 1	Chapter 6 – Planning – The Overall Strategy (page 113)
January 2	Chapter 7 – Decision Making (page 131) Case #3 – Davidson Industries (page 151)
January 3	Chapter 8 – Creating the Organization (page 153) <i>Discussion Board #3</i>
January 6	Chapter 9 – Making the Most of People (page 175) <i>Discussion Board #4</i>
January 7	Chapter 10 – The Importance of Leadership (page 197) Case #4 – Reorganization – Again!! (page 195)
January 8	Chapter 11 – Motivating the Troops (page 219) <i>Discussion Board #5</i>
January 9	Chapter 12 – Effective Communications (page 241)
January 10	Chapter 13 – Teams and Teamwork (page 265) Case #5 - A Change in the Leadership (page 217) <i>Discussion Board #6</i>
January 13	Chapter 14 – Finances (page 291) <i>Discussion Board #7</i>
January 14	Chapter 15 – Controlling – Production and Personnel (page 313) Case #6 – Mike Welcome – Communications Issues (page 263) <i>Discussion Board #8</i>

* *There are two “editions” of this text ... with slightly different page numbers.*

LEARNING ASSESSMENT

The grade for this course will be based on the following two (2) factors:

Cases (60%)

There are a total of six (6) assigned cases (**bolded** and *italicized*) as indicated on the schedule. You are required to complete and submit at least four (4). If you do more, you will receive the four best scores.

Please make full use of the materials on Blackboard, namely: *Notes on Effective Written Communications* and *Analyze Don't Comment!!*

Discussion Boards (40%)

There are a series of eight (8) discussions boards (each consisting of three topics) as indicated on the course outline.

Again, please make full use of the materials on Blackboard, namely: *Discussion Board Strategy*.

My Approach to Grading

I rank students in order of their total scores ... and then determine what letter grade the first and last students deserve. The remainder of the grades is then spread between these two extremes with the same grade being awarded to those students receiving the same score or range of scores.

SOME ADDITIONAL NOTES

1. Preparation of the Assigned Materials

This course moves very rapidly and thus it is imperative that you (a) keep up and (b) devote an appropriate and adequate amount of time to the preparation of each of the assignments.

2. Problems/Discussions

If you have a problem or concern and want to speak with me, call and leave a message (973) 616-7097 or e-mail me ... I will get back to you as soon as possible.

3. Make-up Work or Extra Work

Unless offered to the class as a whole, no make-up or extra work will be assigned to individual students for the purpose of improving their grade. Such assignments are (a) generally impossible to evaluate and (b) unfair to other students.

4. Appealing a Grade

No grading system is perfectly equitable. Under normal circumstances, you should receive a grade within one step (either up or down) from the one you deserve. If, at the end of the semester, you wish to appeal your grade, you should do so in writing summarizing, in detail, the basis for your appeal. Not being happy with your grade (i.e., expecting an “A” and getting a “C”) is not *per se* a valid basis for appeal!!

5. Course Changes

The instructor retains the right to change the syllabus and/or learning system at his discretion.
