



**LOYOLA UNIVERSITY  
Rome Center  
Quinlan School of Business**

**Managing People and Organizations (MGMT 201)**

**TR 2:15PM-3:30PM**

**Fall 2018 Syllabus**

**I. GENERAL INFORMATION**

**Instructor:** Marshall Langer

**Office hours:** By appointment (best times TR before 2:15pm or after 5:00pm)

**Telephone:** +39 347.1763096

**Email:** [mlanger11@gmail.com](mailto:mlanger11@gmail.com)

**Background:** Corporate management, development; trained group therapist; Wall Street.  
MBA, Wharton School.

**II. COURSE INFORMATION**

**1. Course Description.** This course presents central topics in management theory, research, and application. Emphasis is placed on the role of the first line supervisor in balancing, coordinating and integrating individual and organizational needs. It is intended that students gain a better basis for understanding, evaluating, and managing complex organizations. Students are taught skills needed to solve management problems. Among these skills are the ability to analyze, and to develop and implement appropriate solutions. It is intended that students become 1) more perceptive and more knowledgeable about the way in which organizational systems work (and why they may not work), 2) more conscious of the consequences of the choices one makes as a manager, and 3) more confident that they possess the skills required to succeed in a corporate setting. Other subjects covered include the development of management thought, the role of the supervisor as a decision maker and the processes of planning, organizing, leading and controlling organizational activities.

Course readings, lecture, exercises, role-play, and case studies present challenging managerial situations to be resolved. All discussions emphasize a real world orientation with additional emphasis on effective analytical methods and written and oral communication skills.

**2. Course learning objectives.**

- A. Identify the psychological and social foundations of individual behavior in organizational settings. And understand the impact of organizational systems in shaping its members' behavior.
- B. Use group psychology to unite individuals with complimentary skills and work chemistry, and to motivate those without it. Improve the functioning of groups/teams you manage or belong to.
- C. Apply effective negotiation and conflict resolution. Develop more persuasive arguments.
- D. Act more sensitively and decisively as a manager, and use better (business) judgment.

### **III. LEARNING ACTIVITIES**

**1. Lecture.** Class lecture is highly interactive. Instructor prompts students for response to questions posed and solicits his/her thoughts on issues discussed. Format is probing and direct. Additionally, instructor provides concrete, real-world examples to illustrate concepts. Lecture format reinforces by example appropriate methods for asking questions, gaining relevant insights, and acting persuasively and sensitively. (LO: A, B.)

**2. Class Discussion.** Probing, highly interactive, and frequent class discussion 1) serves to demonstrate to students effective methods of facilitation and inquiry, 2) provides students with the opportunity to learn from and critique the ideas of the instructor and classmates, 3) breaks down communication barriers and inhibitions so that a cohesive group sense forms among participants. Discussion format is open and non-judgmental, yet critical and with appropriate norms and rules established early on. (LO: A, B, C, D)

**3. Readings.** Coursepack and other assigned readings present relevant topics, which are covered in more depth in class lecture. In class discussion of readings, the instructor highlights most relevant reading topics, and shows by example how to present data in a stimulating way, consistent with achieving learning objectives. (LO: A, B)

**4. Case Study / Article Presentation.** Case studies and articles are used to further illustrate real-world examples of subject topics. For all assigned cases and articles, students should be prepared to answer questions about it and be able to illustrate in class its more subtle aspects. For select cases and articles, students will make short in-class presentations. In-class discussion of case studies and articles serves to present analytical methods and ways to discern the most relevant focal points. (LO: A, B, C)

**5. In-class Exercises.** In-class exercises, corresponding to the lecture and readings, are followed by probing Q&A. Exercises include, among other things, quizzes, interpersonal group exercises in which participants reveal personal feelings, debates, and exercises in persuasion, perception, confrontation, meeting facilitation, and negotiation. Aids such as short cases and/or scenario descriptions are used for some exercises. Each exercise design compels students to hone their skills at understanding behavior in a business context. (LO: A, B, C, D)

**6. Term Project.** Small *group* assignment – 2 part: (Contributes to LO A, B, C, D)

- A. Devise and execute in class a role-play exercise involving classmates that exposes an aspect of one of the business psychology topics covered in class.
- B. Analyze the outcome of the role-play conducted in a 3 page (max) written report. In that report, describe your groups' aim in conducting the activity, your actions to achieve that aim, the expected and unintended outcomes, and the behavioral insight gained.

#### **IV. ASSESSMENT**

##### **1. Grades.**

35%	Midterm exam
40%	Final exam
10%	Term project
15%	Class participation, quizzes, case / article presentation

**2. Exams.** Exams will be comprised of essay questions that test your ability to apply concepts discussed through the exam date. (LO: A, B, C, D)

**3. Case / Article Presentation.** Present new, enlightening information and stimulate a meaningful, insightful discussion. Your grade will reflect how accurately you do this. You are not required to make a written submission for case / article presentations. (LO: A, B, C)

**4. Group paper.** See description in Section III #6. (LO: A, B, C)

**5. Quizzes.** Short, in-class quizzes test your comprehension of course materials to date. (LO: A, B)

**6. Class Participation.** You will be graded on the quality of, and demonstrated insight of, your in-class comments. (LO: A, B, C, D)

**7. Attendance Policy.** Please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions. In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets 2 times per week, thus a total of 2 unexcused absence(s) will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”.**

##### **Grading**

94-100:	A
90-93:	A-
87-89:	B+
84-86:	B
80-83:	B-
77-79:	C+
74-76:	C
70-73:	C-
67-69:	D+
60-66:	D
59 or lower:	F



### **Academic Honesty**

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

### **Late or Missed Assignments**

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

### **Accessibility Accommodations**

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

## **V. COURSE READING MATERIAL**

<b>Code</b>	<b>Title</b>
<b><i>Purchased by student:</i></b>	
OB	Robbins, Judge, <i>Organizational Behavior, 15<sup>th</sup> Edition</i> , Pearson, 2013
<b><i>Distributed electronically by instructor:</i></b>	
CP	Corey, <i>Theory and Practice of Counseling and Psychotherapy, 6<sup>th</sup> Edition</i> , Thomson, 2001
FM	Robins, DeCenzo, <i>Fundamentals of Management, 5<sup>th</sup> Edition</i> , Prentice Hall, 2005
IM	Rodrigues, <i>International Management, 3<sup>rd</sup> Edition</i> , Sage, 2009
MD	Stralser, Holt, <i>MBA in a Day: What You Would Learn at Top-Tier Business Schools</i> , Wiley, 2004
NE	Lewicki, Litterer, <i>Negotiation</i> , Irwin, 1993
PL	Iodice, <i>Profiles in Leadership</i> , North American Business Press, 2013
TP	Yalom, <i>The Theory and Practice of Group Psychotherapy</i> , Basic Books, 2005
A	Select articles distributed by instructor

## **VI. SUGGESTED ADDITIONAL READINGS**

### **1. Books.**

Gittel, The Southwest Airlines Way: Using the Power of Relationships to Achieve High Performance, McGraw-Hill, 2003

Hill, Think and Grow Rich, St. Martin's Press, 2001.

Fombrun and Nevins, The Advice Business: Essential Tools and Models for Management Consulting, Pearson Prentice Hall, 2004

Shell, Bargaining for Advantage, Penguin, 2000

Cummings, Worley, Organization Development and Change, 8<sup>th</sup> Edition, South-Western, 2005

Freud, Group Psychology and the Analysis of the Ego, Norton, 1974

Jones, Bray, Steffy, Applying Psychology in Business, Macmillan, 1990

Yalom, The Theory and Practice of Group Psychotherapy, Basic Books, 2005

Weiss, Many Lives, Many Masters, Simon & Schuster, 1988

### **2. Internet Sites.**

<http://jom.sagepub.com/> for the Journal of Management

<http://www.jstor.org/journals/08943796.html> for the Journal of Organizational Behavior

<http://www.obts.org> for the Organizational Behavior Teaching Society

### **3. Periodicals.**

Wall Street Journal, Economist, Business Week, Journal of Management

## VII. CLASS SCHEDULE

**Please note:** Reading should be completed prior to class.

<u>Class #</u>	<u>Date</u>	<u>Instruction / Activity</u>	<u>Topic / Written Assignment Due (if any)</u>	<u>Reading Assignment</u> (Read for assigned class)
1	T 09/03	Lecture	Course introduction and elementary concepts.	OB: C1 p4-8 (mid) p13-14
2	R 09/05	Lecture	Diversity in organizations: age, sex, ethnicity, race	OB: C2 p40-52 (mid)
3	T 09/10	Lecture	Diversity in organizations: ability; diversity training	OB: C2 p52 (mid)-60
<b>MANAGING INDIVIDUALS</b>				
<i>Individual Behavior</i>				
4	R 09/12	Lecture	Attitude and job satisfaction ----- Views of human nature. Freud. Adler. Person centered. Gestalt. Behaviorists Cognitive behaviorists. ----- Major psychological theories summary (optional).	OB: C3 p70-78 ----- CP: Following pages p67-85 p107-113 p172-174 p195-196 p259-261 p299-301 ----- <i>Optional reading</i> CP: Summaries: Sec: 1-1, 14-1, 14-2
5	T 09/17	Lecture	Emotion and moods ----- Emotional intelligence: See <a href="http://en.wikipedia.org/wiki/Emotional_intelligence">http://en.wikipedia.org/wiki/Emotional_intelligence</a>	OB: C4 p98-105, p112-115 (top) EI: C10 p155-159
6	R 09/19	Lecture	Personality and values	OB: C5 p133-139 (mid), p148-154
7	T 09/24	Lecture	Decision making	OB: C6 p166-172, p175-186 (mid)
		----- Case Study	----- Martha McCaskey	----- p6-10
<i>Motivation and Planning</i>				
8	R 09/26	Lecture	Management and motivation	OB: C7 (skim)
9	T 10/01	Lecture	Management and motivation – cont'd	OB: C8 p250 (bot)-259 (mid)
		----- Case Study	----- JetBlue Airways: Starting from Scratch Netflix	----- p8 (bottom)-13 p5-10 (focus on p9-10)
<b>MANAGING GROUPS</b>				
10	R 10/03	Lecture	Foundations of group behavior Group dynamics and chemistry. Problem group members	OB: C9 p277-292 (mid) GP: Freud on groups (skim) TP: Chapter 13
11	T 10/08	Lecture	Foundations of group behavior, group psychology. Teamwork	OB: C10 BO: p341
12	R 10/10	Exam	Midterm exam.	--
--	T 10/15	No Class	--	--
--	R 10/17	No Class	--	--



<u>Class #</u>	<u>Date</u>	<u>Instruction / Activity</u>	<u>Topic / Written Assignment Due (if any)</u>	<u>Reading Assignment</u> (Read for assigned class)
<b>Leadership</b>				
13	T 10/22	Lecture	Characteristics Staffing Trust	OB: C12 p368-390
		----- Article	----- Joe Torre: A Manager for all Seasons (optional)	<u>Optional reading</u> MD: C3 p38-48
14	R 10/24	Lecture	Leadership –cont’d: Traits Inspiration Working with demanding superiors	PL: On leadership
15	F 10/25	Activity	Group management activity.	--
<b>Communication</b>				
16	T 10/29	Lecture	Effective written communication – analytical vs. sales communications Lying Cultural barriers Persuasion	OB: C11 p345 (mid)-347 (top) p355 (mid)-358 NE: Tactics of persuasion BA: C12
<b>Public Speaking and Debate</b>				
17	R 10/31	Lecture	<u>Public speaking, lecturing.</u> Persuasive communication techniques to engage audience. ----- Meeting facilitation. Conference facilitation.  See re meeting facilitation: <a href="https://www.trainingforchange.org/tools/meeting-facilitation-no-magic-method-0">https://www.trainingforchange.org/tools/meeting-facilitation-no-magic-method-0</a> ----- <u>Debate</u> Appreciate other sides view State position in terms of interest to others	Posted mydrive ----- See website   ----- Posted mydrive  -----
		----- Video	----- Inspiration in public speaking	----- Steve Jobs Stanford graduation 2005
<b>Power, Politics and Change</b>				
18	T 11/05	Lecture	Power and politics	OB: C13 p416 (bot)-418 (mid)
		----- ----- Article	----- Change management ----- eBay’s Secret: Meg Whitman	<u>Optional readings</u> MP: p389-396 BP: p76-87 ----- OB: C18 p580 (bot)-584 (bot)



<u>Class #</u>	<u>Date</u>	<u>Instruction / Activity</u>	<u>Topic / Written Assignment Due (if any)</u>	<u>Reading Assignment</u> (Read for assigned class)
<b>HUMAN RESOURCE MANAGEMENT</b>				
19	R 11/07	Lecture	HR policies and procedures: Laws & regulations Internal procedures	OB: C17 p554-560 (bot) FM: C6 p193-195 p211-217
		----- Case Study	The end of performance appraisal	OB: p569
20	T 11/12	Lecture	HR policies and procedures – cont’d: Appraisal and feedback Goal setting	HR: C8 p332-345, p356-359 FM: Constructive criticism
		-----	Sexual harassment laws worldwide.	<i>Optional reading</i> MD: C1 p6-15
		-----		Posted online
21	R 11/14	Film	HR film.	--
<b>ORGANIZATIONAL STRUCTURE</b>				
22	T 11/19	Lecture	Foundations of organizational structure Organizational culture	OB: C15 p486 (mid)-492 (mid) OB: C16 527-529 (mid) MD: C2 p29-34
		----- Case Study	P&G Organization 2005	<i>Optional reading</i> IM: C6 p209-213, p216-217 On international corporate structure
		----- Video	Zuckerberg (Facebook) at Luiss @ 20 min	----- p3-9
<b>NEGOTIATION</b>				
23	R 11/21	Lecture	Conflict and negotiation Behavior of successful negotiators.	OB: C14 p458-466 NE: successful negotiators NE: Why negotiations go wrong
<b>CONSULTING</b>				
24	T 11/26	Lecture	Consulting/advising clients.	AB: C23
		----- Article	What makes an effective consultant?	<i>Optional reading</i> CC: Org Consulting
		-----		Posted mydrive
–	R 11/28	No Class	--	--
<b>CAREER PLANNING</b>				
25	T 12/03	Lecture	Career planning, interviewing, networking.	Interviewing guide posted mydrive WFP networking guide
26	R 12/05	Review	Final exam review.	--
27	TBD	Exam	Final exam.	--