

The University of Hong Kong
School of Business
Semester 2 2008-2009

BUSI1007 I & J Principles of Management

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Course Objectives

This course introduces the basic topics of management. It provides the students with an understanding of what the job of a manager involves. In addition to covering the basic theoretical concepts, the course also allows the students to have some hands-on practice as an effective manager.

1. Cover the basic concepts of management
2. Identify the key competencies needed to be an effective manager
3. Provide the students with the capability to apply theoretical knowledge in simulated and real-life settings
4. Develop the students' ability to work in teams

Intended Learning Outcomes

By the end of the course, students should be able to:

- 1a. Demonstrate critical thinking when presented with managerial problems
- 1b. Express their views and opinions on managerial issues in an articulate way
- 1c. Understand the major internal features of a business system and the environment in which it operates
- 2a. Identify and explain the importance of the management process
- 2b. Identify some of the key skills required for the contemporary management practice
- 2c. Explain what motivates employees and how to do it.
3. Conduct topic and case analysis to apply theoretical concepts
4. Prepare and present structured presentations and reports

Textbook: Robbins, S.P. & Coulter, M., *Management*, Prentice-Hall (10th Edition).

Alignment of Program and Course Outcomes

By taking this course, students can develop greater competence as individuals majoring in BBA. For instance, students taking this course should be able to understand the important ideas and developments at the cutting edge of business management practice. The course also serves to give students the fundamental knowledge needed to understand some business concepts taught in other advanced business courses such as Organizational Behavior and Strategic Management..


Teaching and Learning Activities

We meet twice every week for a total of 3 hours. Class format is a combination of short lectures, discussions and activities. In other words, do not expect to just come and take notes. You have to actively participate in the class discussions and activities.

In the second week, you will form groups (group size may vary between 5 to 6 people) and work in the same groups throughout the semester. Each group is responsible to present once during the semester. The topics for your presentation are listed on the third page. These topics will be assigned to groups randomly. These topics are intended for you to think and try to apply the textbook concepts. Your presentation should be about 25 minutes and then you have to lead a class discussion (10 minutes), either based on comments on your presentation, or on some discussion questions related to your presentation. Thus, each person should be responsible for about 4 minutes of individual presentation.

There is also a term paper for the group. To avoid having free-riders in your group, a peer-evaluation will be conducted at the end, so that you will have a chance to evaluate each of your group-mate's performance and contribution to the group. Your final grade might be adjusted according to the ratings of you and comments from your peers.

Assessment

Learning outcome	Teaching & learning activity	Assessment
1a) Critical thinking 1b) Expressing opinions on key managerial issues	<ul style="list-style-type: none"> - In-class activities - Group term paper - Group presentation 	 <p>End-of-Term Test 30% (60 multiple-choice questions)</p> <p>Group Term Paper 30%</p> <p>Group Presentation 20%</p> <p>In-class Activities 20% * (Class Participation)</p> <p>(see below for more detailed descriptions of these components)</p>
2a) Analyzing business environments 2a) Understanding management processes 2b) Identifying key managerial competences	<ul style="list-style-type: none"> - Lectures - Group term paper - Group presentation - In-class activities - 	
3) Conducting topic study & case analyses	<ul style="list-style-type: none"> - Group term paper - Group presentation - In-class activities 	
4) Effective oral and written presentations	<ul style="list-style-type: none"> - Group term paper - Group presentation - In-class activities 	

*Please note that class participation forms an integral part of your assessment. You are encouraged to actively participate in all classroom discussions and activities. In order to be a good manager, you need to be outspoken and show great initiative in your work performance.

Class participation points are *at the discretion* of the instructor and are not subject to debate, bargaining or appeal. Absences, excessive tardiness, or leaving early may hurt your grade.

In addition to contributing to class discussion, please also try to contribute to the group projects (presentation, term paper) as much as you can. In fact, a peer evaluation (see page 6) will be conducted at the end of the semester, so that you will have a chance to evaluate each of your group-mate's performance and contribution to the group. Ratings of you and comments from your peers will be taken into account when determining your final grade.

Standards for Assessment

Regarding the end-of-term test, students need to truly understand and discern the nature of the all key management concepts and theories taught in order to be able to answer the questions well. With respect to the group term paper and presentation, both the content and the presentation styles are the key criteria for assessments. An outstanding oral or written presentation should be interesting, cohesive, inspiring, adhering to the topic assigned, and articulated in an easily understood manner. Finally, the assessment of participation is a combination of both subjective evaluations by the lecturer and objective records of the written activities you have participated in. In order to do well on this component, students should not only have high attendance but also participate actively when opportunities arise.

Academic Conduct

Any form of cheating (plagiarism, unauthorized collaboration with individuals outside of the class, unauthorized advance access to examination materials, and cheating during in-class exams) is not tolerated. The University Regulations on academic dishonesty will be strictly enforced.

Class Schedule

Week	Date	Topic	Reading
1	Jan 12-Jan16	Introduction to Management and Organizations	Ch. 1
2	Jan 19-23	Management History	Ch. 2
3-4	Jan 26-Feb 6	Planning: Strategic Management	Ch. 8
5	Feb 9-13	Planning: Decision Making	Ch. 6
6	Feb 16-20	Organizational Culture & the Environment	Ch. 3
7	Feb 23-27	Organizing: Organizational Structure & Design	Ch. 9
8		Reading Week – No class	
9	Mar 9-13	Organizing: Managing Change	Ch. 12
10/11	Mar 16-23	Leading: Managerial Communication	Ch. 14
11/12	Mar 24-Mar 30	Leading: Understanding Behavior	Ch. 13
13/14	Apr 1-14	Leading: Motivating Employees	Ch. 15
14/15	Apr 15-25	Leading: Leadership	Ch. 16

Group Presentation Topics

Week	Date	Presentation Topic
2	Jan 19-23	Whole class: Group formation and exercise
3-4	Jan 26-Feb 6	Whole class: How do you distinguish an “art” from a “science”? Is management an “art” or a “science”?
5	Feb 9-13	Gp 1: The use of groups and teams has become very popular in today’s organizations. How different is individual decision making from group or team decision making? Under what conditions would you expect group or team decision making to be preferable to individual decision making, and vice versa? Why?
6	Feb 16-20	Gp 2: Choose an organization that you know well. Provide examples of stories, symbols, language, and rituals that capture the essence of the organization’s culture. Why should managers shape and change the organization’s culture? How to do so?
7	Feb 23-27	Gp 3: Find a manager and identify the kind of organizational structure that his or her organization uses to coordinate its people and resources. Why is the organization using that structure? Think of a different structure that may be equally appropriate for this organization and explain your choice.
8		Reading Week – No class
9	Mar 9-13	Gp 4: Management effectiveness is often about making proper changes. Interview a company about a change effort. What issues were involved? What problems were encountered? What have the leaders and followers done respectively? What was the outcome of the change process?
10/11	Mar 16-23	Gp 5: Many organizations today believe that communicating more company-related information (e.g., market share, target customers) to employees can elicit a stronger sense of membership from employees. Discuss how this goal (of increasing sense of membership through communication) can be achieved practically (e.g., distributing what information? Through which channels?) and the obstacles managers may encounter in the communication process.
11/12	Mar 24-Mar 30	Gp 6: People tend to use shortcuts to judge others. What are possible consequences? What problems may this tendency present to managers who are leading diverse groups (e.g., members are from different sex, age, and cultural groups)? What can be done to resolve these problems?

13/14	Apr 1-14	Gp 7: Due to the financial crisis, many organizations are downsizing and laying off their employees. What are the possible negative reactions that the remaining employees may have? What can managers do to minimize the negative effects of downsizing and maintain these employees' job motivation?
14/15	Apr 15-25	Gp 8: Rudolph Giuliani proposes that good leaders should surround themselves with great people (i.e. having great people to work for you). Others are against the idea for fear that great people might overtake and replace you in the end. What do you think?

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- Note that these topics are the topic being covered for the week. These topics are intended more for you to think and try to apply the textbook concepts in particular situations, rather than for you to conduct research on the web.

Topic for Group Term Paper

Now that you have learned a lot of the basic management theories and concepts, it is time to see how they can all be brought together to work. With reference to the case study on HKCAA (see reference below), discuss what management theories have been applied in the situation. In particular, the following questions will guide you through your analysis:

1. Has change management been executed effectively in the HKCAA? What have they done right? What have they done wrong?
2. What is your assessment of the changes in the HKCAA in the past two years? Are they inevitable?
3. What is your evaluation of the leadership at the HKCAA? What kind of leadership style do you see? Is it appropriate for the organization and the situation?
4. How do you see the relationship between organizational culture and strategic management? Please cite examples for HKCAA situation?
5. What is your assessment of the council's human resource management policies? Is the concept of "Thought-Train" viable?
6. Is the HKCAA well positioned for its new responsibilities? How would you assess the future of the HKCAA?

Reference:

HKCAA: Organizational Change and Repositioning of a Quasi-Government Institution (2007). Centre for Asian Business Cases, School of Business, the University of Hong Kong.

Your paper should **NOT** be longer than 12 pages (12-point font and double-spaced). It is due on or before **Apr 30 (5:00 p.m.)**. No late assignments will be accepted.

The information contained in this syllabus is subject to change and any changes made to this syllabus will be announced in class.