

Course: OL448D&DN Cutting Issues in Management

Credit: 3 Semester Hours

Semester: Spring 2022

Date: Thursday, May 12 – Jul. 1, 2022 (Cycle 6)

Time: 1pm-4pm **Location:** E ED, Room 116

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I. COURSE DESCRIPTION

A course for managers, allowing them to build upon the principles of management. The student will study current trends and developments in the field of management as found in business and in the thinking of writers in the field.

II. General Competencies to be achieved. Student will:

1. Describe how the field of management is changing rapidly, including the forces bringing about that change; as well as the implications for both business and society in general.
 - a. PLOs: 1,2,3,5
 - b. Assignment: A, B, C, D
2. Explain how the roles of managers and team leaders are changing in business and industry.
 - a. PLOs: 1,2,4
 - b. Assignment: A, B, C, D
3. Discuss how the structure of business in the United States is changing both in how corporations' structure themselves globally, and in how they are structured internally.
 - a. PLOs: 1,3,4,5
 - b. Assignment: A, B, C, D
4. Explain what drives corporations in the United States today including how they see their vision and their mission along with the major activities in which they engage in pursuit of the vision and mission.
 - a. PLOs:1,2,4,5
 - b. Assignment: A, B, C, D
5. Describe the role that integrity, values and ethics play in management decision making.
 - a. PLOs:1,2,3,4,5
 - b. Assignment: A, B, C, D

III. Specific competencies to be achieved. The student will:

1. Prepare for the change organization's experience when manager need to motivate teams. (PLOs 1, 3, 3, 4,5), (Assignments: A, B, C, D)
2. Understand the relationship between the #METOO movement and its effect on management operations. (PLOs 1, 3, 3, 4,5), (Assignments: A, B, C, D)
3. Understand the relationship between the Sexuality Identity movement and its effect on management operations. (PLOs 1, 3, 3, 4,5), (Assignments: A, B, C, D)
4. Study the role of leadership management of organizational integrity. (POLs 1,2,4,5), (Assignments: A, B, C, D)
5. Ensuring confidentiality with employees as they interact with social media platforms. (POLs 1,2,4,5), (Assignments: A, B, C, D)
6. Examine current legal cases decided by the courts as they effect business. (POLs 1,2,4,5), (Assignments: A, B, C, D)
7. Achieve minimum competency to deal with conflict, cohesion and decision making as it pertains to business (POLs 1,2,3,4,5), (Assignments: A, B, C, D)

IV. POLICIES

- *Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.*
- *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*
- The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- Please see textbook section for important information about using the "Bible as a textbook".
- Class Attendance: Refer to Course Attendance Policy in Announcements

V. Course Resources

Required Textbooks:

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Blanchard, Kenneth & Johnson, Spencer (2019). *The New One Minute Manager*. New York, NY: Berkley Books. ISBN# 978-8172234997 Retail price: **\$11.00**

HBR's 10 Must Reads 2019: "The Definitive Management Ideas of the Year from Harvard Business Review" (2019). Boston. Harvard Business School Publishing. ISBN#: 9781633696426, Retail price: **\$14.49**

Rutherford, Albert. (2018). *The Systems Thinker: "Essential Thinking Skills for Solving Problems, Managing Chaos, and Creating Lasting Solutions in a Complex World."* Independently published ISBN#: 978-1723958144. Retail price: **\$16.99**

Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)*.

VI. COURSE ASSIGNMENTS

A. Reading

1. The student will read the required textbooks and identify in canvas the completion of the reading.

B. Writing assignments

1. Students are to read: *The New One Minute Manager* and write reflections/interactions on what they believe are the most important learning outcomes from Blanchard's & Johnson's book. For this assignment, headings should indicate major sections and the subtitles for each learning outcome.

This reflections paper will be 600 to 800 words of total text (This is not a research paper, so it does not require a title page or the reference page. However, if you use outside material you will need a reference page to cite your sources). Students may write more. This is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count are generally not thorough enough. **Assignment due:** See canvas for due date

2. Students are to read: *The Systems Thinker: “Essential Thinking Skills for Solving Problems, Managing Chaos, and Creating Lasting Solutions in a Complex World.”* and write reflections/interactions on what they believe are the most important learning outcomes from Rutherford’s book. For this assignment, headings should indicate major sections and the subtitles for each learning outcome. This paper will be a minimum of 1500 to 1800 words of total text. Students may write more. This is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count are generally not thorough enough. **Assignment due:** See canvas for due date.
3. Students will select 3 of the articles in the “*Harvard Business Review 2019*” review of the most read articles. You decide which three articles appeal to you most. Then write a 600 to 800-word reflection (per article), demonstrating your understanding of the material contained in the article.

NOTE: When I say reflection, I do not want a book report. **DO NOT** simply tell me chapter by chapter what you read. I need to know you can break down the material and give it back to me in your own words. Tell me what you learned, and how you see yourself using that learning in your ministry and chosen occupation.

**C. Final
See Canvas**

D. Discussion questions

Discussion board will cover Key question brought up during our classroom interaction. Write a 200 to 250-word substantial response to the discussion question. The discussion board will be used to bring the distance learning students into the conversation, so you will need to respond to at least two of you classmates (**This does not mean you just say you agree with what someone said. You need to write a paragraph or two that actually response to the original comment.**) This is a graded portion of the class.

VII. COURSE GRADE

1.	Writing assignments	30%
2.	Textbook reading	15%
3.	Canvas group discussions	15%
4.	Final	<u>40%</u>
	Total	100%

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 50%	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. <i>39.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. <i>40 to 47.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. <i>48 to 50 POINTS</i> Grade:
ORGANIZATION 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. <i>19 to 20 POINTS</i> Grade
FORMAT 5%	The paper does not conform to Turabian or APA style. <i>3.4 or FEWER POINTS</i>	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). <i>3.5 to 4.4 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>). <i>4.5 to 5 POINTS</i> Grade
GRAMMAR, PUNCTUATION, & SPELLING 10%	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. <i>FEWER THAN 7 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. <i>7 to 8.9 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. <i>9 to 10 POINTS</i> Grade
READABILITY & STYLE 15 %	The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. <i>10.4 or FEWER POINTS</i>	Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. <i>10.5 to 13.4 POINTS</i>	The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. <i>13.5 to 15 POINTS</i> Grade

What is a Substantive Post?
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas.

Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference

Blackaby, Richard. *Called to Be God's Leader: How God Prepares His Servants For Spiritual Leadership*. Thomas Nelson 2006.

Maxwell, John C., & Steven R. Covey. *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Thomas Nelson 10th Edition.