

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Management
Course Number and Title:	MGT 320 Contemporary Management Principles/Practices
Division:	Upper
Faculty Name:	Meir Russ
Semester Credit Hours:	3

Meeting day: A days, 15:40-17:00 in Lido Terrace

Prerequisites: One (1) principles of microeconomics course, AND one (1) business writing course, AND one (1) calculus course.

COURSE DESCRIPTION

This introductory course will survey contemporary management themes ensuing from continuous technological developments, globalization, cultural evolutions and demographic changes in the context of a knowledge driven global economy. The course will feature a number of theories, concepts, and frameworks discussing individual behavior in organizational settings at the individual, team, organizational and intra-organizational levels of analysis.

Topics that will be covered in this class include (but are not limited to) are: four managerial primary functions, individual decision making, resolving ethical dilemmas and conflicts, stress and culture management, organizational strategy, structure and knowledge management.

This course will help the student understand and practice the skills needed to be an effective and efficient leader and manager. This will be accomplished by introducing the student to the theory and practice of management as it has evolved over the last century, by acquiring the lexicon needed by managers in the early 21st century, and by practicing them in class individually and in teams utilizing case studies, field visits, exercises, directed readings, presentations and examinations. The unique setting of this voyage will allow us to do that in a multi-cultural context improving your communication and decision making skills in an international, culturally and ethically complex context. Finally, the student will also learn and practice the use of mind maps. Mind mapping is a graphical tool that allows the student to represent ideas and concepts. It is a visual thinking tool that helps structure information, helping the student to better analyze, comprehend, synthesize, recall and generate ideas. Since it is an activity that is both analytical and imaginative, it engages the brain in a much deeper way.

LEARNING OBJECTIVES

Completing this course will accomplish the following for the student:

1. Recognize how organizational, political, and global forces in the environment shape your decisions and your organization's success and survival.
2. Identify your personality type, values, and preferences that influence behavior in organizations.
3. Understand the significance of perception and attitude in workplace performance.
4. Identify theories of motivation, learning, and job satisfaction within the workplace.
5. Differentiate elements of team development, team effectiveness, and team decision making.
6. How to develop effective plans and strategies, make effective decisions, and monitor the performance of your organization, team, employees, and self, so you can make a difference in the world.
7. Apply organizing techniques to establish appropriate and effective lines of authority and communication among people and throughout various levels of an organization.
8. Understand key differences between management and leadership and be able to recognize how and when to use them.
9. Compare and contrast how management principles are practiced in different regions using cases from visited ports.
10. Apply the control principle of comparing actual results to planned activities and goals to use resources to achieve goals effectively and efficiently.
11. To stimulate new perspectives and have fun!
12. To prepare the student for advanced managerial courses.

REQUIRED TEXTBOOK

AUTHOR: Daft, R.L. & Marcic, D. 2017
TITLE: Understanding Management
PUBLISHER: Cengage
ISBN #: 978-0-357-03382-1
EDITION: 11th Edition

The book listed above is required reading for the class. Each learning module might include additional suggested readings pertinent to the individual learning module. When listed "Briefly", please read the *Abstract, the Introduction and the Conclusions/Summary*. The instructor will provide the students with the relevant materials; see also below:

Introduction-Briefly- Day A1

Russ, M. (2016). The probable foundations of Sustainabilism: Information, energy and entropy based definition of capital, *Homo Sustainabiliticus* and the need for a "new gold." *Ecological Economics*, 130, 328-338. Available from the Instructor.

Russ, M. (2017). The Trifurcation of the Labor Markets in the Networked, Knowledge-Driven, Global Economy. *Journal of the Knowledge Economy*, 8(2), 672-703. DOI: 10.1007/s13132-016-0434-0. Published online December 27, 2016. Available from the Instructor.

Knowledge Management – Day A2

Russ, M. (2017). Knowledge Management. *European Network of Design for Resilient Entrepreneurship; Endure*, Vol. 2. Available from the Instructor.

An illustrated guide to knowledge management. Available at http://www.wm-forum.org/wp-content/blogs.dir/2/files/2014/01/An_Illustrated_Guide_to_Knowledge_Management.pdf Downloaded February 21, 2019.

Russ, M., Fineman, R., and Jones, J.K. (2010). Conceptual Theory: What Do You Know? in M. Russ, (Ed.) *Knowledge Management Strategies for Business Development: 1-22*. Hershey, PA: Business Science Reference.

Pilz, M. (2016). Training patterns of German companies in India, China, Japan and the USA: What really works? *International Journal for Research in Vocational Education and Training (IJRVET)*, 3(2), 66-87.

WTO, (2003). *Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries*. Available at http://siteresources.worldbank.org/INTLL/Resources/Lifelong-Learning-in-the-Global-Knowledge-Economy/lifelonglearning_GKE.pdf Downloaded March 31, 2019.

Ethics, planning-China, Japan

Japan-Day A7

Haron, H., Ismail, I., & Oda, S. (2015). Ethics, corporate social responsibility and the use of advisory services provided by SMEs: lessons learnt from Japan. *Asian Academy of Management Journal*, 20(1), 71-100.

Platt, S., & So, E. (2017). Speed or deliberation: a comparison of post-disaster recovery in Japan, Turkey, and Chile. *Disasters*, 41(4), 696-727.

Kegel, P. (2016). A Comparison of Startup Entrepreneurial Activity Between the United States and Japan. *Journal of Management Policy & Practice*, 17(1).

China (plus) – Day A8

Kylaheiko, K., Puumalainen, K., Sjögrén, H., Syrjä, P., & Fellnhofer, K. (2016). Strategic planning and firm performance: a comparison across countries and sectors. *International Journal of Entrepreneurial Venturing*, 8(3), 280-295.

Rawwas, M. Y., Wang, Y., Zhao, B., & Javed, B. (2018). A comparison between North and South business ethics: the concepts of Renzhi and Fazhi in China. *Asia Pacific Business Review*, 24(5), 585-601.

You, Y., Zhu, F., & Ding, X. (2017). College Student Entrepreneurship in China: Results from a National Survey of Directors of Career Services in Chinese Higher Education Institutions. *Current Issues in Comparative Education*, 19(2), 64-83.

Planning, decision making-Vietnam Malaysia

Vietnam – Day A10

- Dang, M. N. (2018). A New Decision Making Model based on the Made in Vietnam Lean Management Philosophy. *Economics & Sociology*, 11(1), 44-60.
- Truong, T. D., Hallinger, P., & Sanga, K. (2017). Confucian values and school leadership in Vietnam: Exploring the influence of culture on principal decision making. *Educational Management Administration & Leadership*, 45(1), 77-100.

Malaysia – Day A11

- Amran, A., Ooi, S. K., Wong, C. Y., & Hashim, F. (2016). Business strategy for climate change: An ASEAN perspective. *Corporate Social Responsibility and Environmental Management*, 23(4), 213-227.
- Kheng, Y. K., & June, S. (2016). The Ethical Decision Making Intention of Small & Medium Entrepreneurs in Malaysia. *Quarterly Journal of Business Studies*, 2(4), 181-192.
- Kim-Soon, N., Ahmad, A. R., & Ibrahim, N. N. (2016). Theory of planned behavior: undergraduates' entrepreneurial motivation and entrepreneurship career intention at a public university. *Journal of Entrepreneurship: Research & Practice*, 2016, 1-14.

Organizational Structure, Change – India – Day A13

- Jain, A. K., & Moreno, A. (2015). Organizational learning, knowledge management practices and firm's performance: an empirical study of a heavy engineering firm in India. *The Learning Organization*, 22(1), 14-39.
- Crescenzi, R. & Rodriguez-Pose, A. (2017). The geography of innovation in China and India. *International Journal of Urban and Regional Research*, 41(6), 1010-1027.

Individual Behavior, Leadership - South Africa – Day A18

- Skeepers, N. C., & Mbohwa, C. (2015). A study on the leadership behaviour, safety leadership and safety performance in the construction industry in South Africa. *Procedia Manufacturing*, 4, 10-16.
- Iwu, C. G., Ezeuduji, I., Eresia-Eke, C., & Tengeh, R. (2016). The entrepreneurial intention of university students: the case of a university of technology in South Africa. *Acta Universitatis Danubius. Œconomica*, 12(1), 164-181.
- Windapo, A. (2018). Entrepreneurial Factors Affecting the Sustainable Growth and Success of a South African Construction Company. *Sustainability*, 10(4), 1276.

Motivation, Communication – Ghana – Day A21

- Acheampong, P., Zhiwen, L., Boateng, F., Boadu, A. B., & Acheampong, A. A. (2017). Determinants of behavioral intentions of 'Generation-Y' adoption and use of computer-mediated communication tools in Ghana. *British Journal of Interdisciplinary Research*, 8(1), 34-47.
- Kuranchie-Mensah, E. B., & Amponsah-Tawiah, K. (2016). Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management (JIEM)*, 9(2), 255-309.

Leading teams, Control – Morocco – Day A24

Benamar, S. (2019). Case Study Research Paper Leveraging Real, Integrated Project-based MBA Design to Foster Teamwork and Management Behavioral Skills: A Moroccan Case.

Alami, S., & Boussetta, M. (2017). Management control and performance of the Moroccan hospital: Modeling by structural equations. *Revue des Etudes Multidisciplinaires en Sciences Economiques et Sociales*. 0 (6), 92-108. Contemporary Management Principles/Practices -MGT 320

TOPICAL OUTLINE OF COURSE (on following two pages)

Date	Topic	Reading	Hand In
Day A1 January 6	Introduction;	Briefly: Russ, 2016; 2017	
Day A2 January 8	The World of Innovative Management Knowledge Management and Life Long Learning (LLL)	D&M; Ch. 1 Briefly: Russ, 2010;2017 Guide; Pilz, 2016; WTO 2003	
Day A3 January 10	The Environment and Corporate Culture	D&M; Ch. 2	Assign into groups- January 10
January 12	Honolulu		
January 13	No class		
Day A4 January 14	Managing in a Global Environment	D&M; Ch. 3	Current events (3-4)
January 16	No class-Lost Day		
Day A5 January 17	Managing Ethics and Social Responsibility	D&M; Ch. 4	Current events (3-4)
January 19	No class-Study day		
Day A6 January 20	Planning and Goal Setting.	D&M; Ch. 5	Current events (3-4)
Day A7 January 22	Business and Management in Japan		Port group presentation (4)
January 24-28	Kobe-Japan		
Day A8 January 29	Business and Management in China		Port group presentation (4)
Jan 31-Feb 5	Shanghai-China		
Day A9 February 6	Managerial Decision Making	D&M; Ch. 6	Current events (3-4)
Day A10 February 8	Business and Management in Vietnam		Port group presentation (4)
February 10-15	Ho Chi Min City-Vietnam		
Day A11 February 16	Business and Management in Malaysia		Port group presentation (4)
February 17	No class-Community Prog.		
February 19-24	Kuala Lumpur-Malaysia		
Day A12 February 25	Designing Organization Structure	D&M; Ch. 7	Current events (3-4)
Day A13 February 27	Business and Management in India		Port group presentation (4)
Feb 29-March 5	Cochin - India		

Date	Topic	Reading	Hand In
Day A14 March 6	Managing Change and Innovation Managing Human Resources and Diversity	D&M; Ch. 8 D&M; Ch 9	Current events (3-4)
March 7	No class-Community Prog.		
Day A15 March 9	Exam; Ch. 1-9	Exam; Ch. 1-9	Exam; Ch. 1-9
March 11	Port Louis - Mauritius		
Day A16 March 12	Understanding Individual Behavior	D&M; Ch. 10	Current events (3-4)
Day A17 March 14	Leadership	D&M; Ch. 11	Current events (3-4)
Day A18 March 16	Business and Management in S.A.		Port group presentation (4)
March 18-23	Cape Town - South Africa		
Day A19 March 24	Motivating Employees	D&M; Ch. 12	Current events (3-4)
March 26	No class-Study day		
Day A20 March 27	Managing Communication	D&M; Ch. 13	Self-development Plan due
Day A21 March 29	Business and Management in Ghana		Port group presentation (4)
March 30	Day trip Tema/Accra-Ghana		
March 30–April 3	Tema/Takoradi-Ghana		
Day A22 April 5	Leading Teams	D&M; Ch. 14	
Day A23 April 7	Managing Quality and Performance	D&M; Ch. 15	Independent Field assignments due
Day A24 April 9	Business and Management in Morocco		Port group presentation (4)
April 11-14	Casablanca-Morocco		
April 15	No class-Study day		
Day A25 April 16	Exam	Exam; Ch. 10-15	Exam Ch. 10-15

D&M – refers to Daft & Marcic’s Understanding Management textbook

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course will be on **Monday, 30 March** in Tema, Ghana.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class and Assignment

Title: Management Principles in Ghana

Description:

In this field class, we will visit with a local organization to discuss the areas of Organizational Behavior within the company. Students will be asked to think about the types of behavior in the United States which are considered part of their culture and then compare and contrast it with those of the business in Ghana. After the meeting, we will eat lunch at a local Ghana restaurant. In the afternoon, we will visit another organization to discuss how concepts such as motivation, communication, teamwork, and leadership can be observed in local management practices and how they are affected by the local culture.

Field Class Objectives The goals of this field class, are for students to learn more about management principles that are used in organizations in another part of the world. Additionally, beyond learning about management within a traditional organizational setting, we will be able to learn about teamwork in other settings to ascertain the cultural and contextual distinctions in management.

Specific Field Class Learning Objectives:

1. Understand how management practices apply in diverse business contexts and/or across cultures.
2. Witness how diverse management practices can help deliver value to different stakeholders.
3. Discuss motivation practices and how and why they differ in Ghana from the US.
4. Understand individual personality differences and how they may be used for employee selection and development.
5. Recognize the role of communication, collaboration and teamwork in business operations.
6. Observe the operations of a company in Ghana, specifically, how these operations were adopted to the local context and the implications of such adaptation for different organizational functions.

Field Class Assignment. At the class period immediately following our field class day, students will provide a 5-page reflection of their experiences during this day and the key “take-aways” from the day and how they inform our discussion of management. This reflection will account for 15% of your semester grade.

Students will be provided with a small number of specific, short readings prior to their visits, as well as guidelines for observations and for brief interviews.

METHODS OF EVALUATION

Course Requirements

The following elements will contribute to the overall grade for the course:

Participation and in class group (Mind Mapping) assignments	15%
Individual Current Events assignment	10%
Field Class assignment	20%
Group Port Country*Management aspect presentation	15%
Self-development Plan - Due date A20	10%
Independent Field assignments - Due date A23	10%
Exams	20%
	<hr/>
Total	100%

Course Assignments

Some of these class assignments will include individual current events presentations and short written papers as well as small group (of four-six students) port country power point presentations that will be critiqued judiciously by the class.

(1) Class Participation

Class participation—engaging in critique, debate, negotiation, and persuasion—is a major component of this course. Assigned materials must be read prior to class and active participation is required. Participation is calculated and recorded by the instructor each day of class, on the following scale: 4 = Exceptional: particularly relevant analysis, insightful comments, highly constructive 3 = Very Good: good thought and preparation, substantial interaction, overall relevance 2 = Moderately Good: modest contribution, attempted participation, lower impact 1 = Present only (did not speak) 0 = Absent

(1.1) In class group case – Mind Mapping participation (7%)

In our class sessions I’m planning on using the tool of “mind mapping” (see below) for group discussion during a number of lectures, as part of the class activities and I will require each

group to present one map (graded) to the class. The groups will be the same as for the other group assignments. Also, each time I will pick the best map for extra credit. You MUST be present in class to receive the credit.

Mind Mapping

Mind map is a graphical tool that allows you to represent ideas and concepts. It is a visual thinking tool that helps structure information, helping you to better analyze, comprehend, synthesize, recall and generate ideas. In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that much more closely resembles how the brain actually operates. Since it is an activity that is both analytical and imaginative, it engages the brain in a much deeper way. Its power lies in its simplicity.

Some examples can be found at:

<http://www.youtube.com/watch?v=MlabrWv25qQ>

Maximise the Power of Your Brain - Tony Buzan MIND MAPPING

<http://www.youtube.com/watch?v=4wZ5wV5dPZc>

http://www.mindtools.com/pages/article/newISS_01.htm

Check also

http://ocw.mit.edu/courses/engineering-systems-division/esd-34-system-architecture-january-iap-2007/lecture-notes/mind_mapping.pdf

There are some web based mind mapping products that could be available to you. If you decide to use them (this is NOT required), you will need to create an account for yourself. Below are some of the more common mind mapping sites used:

<http://www.thinkbuzan.com/us/products/imindmap/basic>

http://freeplane.sourceforge.net/wiki/index.php/Main_Page

<http://www.mindmeister.com/>

<https://bubbl.us/>

<http://www.youtube.com/watch?v=63yS3I1VxDI>

(2) Individual Current Events Report and Leading class discussion + One page Executive Summary (10%)

During the course, you will prepare an oral presentation of a current event report. Each student must scan the business and academic press on a regular basis. The instructor will provide a list of publications that the students need to focus on. Each student will be required to present one event during the class, examining the relationship between contemporary management and or business practices and the material being discussed in class and lead the class discussion regarding the chosen issue. A brief written executive

summary of issue and the theories applied (one page) is expected at the time of the presentation.

Optional topics (just as example) include:

How are companies deploying emerging technologies in the global marketplace? Be sure to evaluate the impact of technology on a firm's performance.

How do contemporary organizations use the finance function in order to enhance the firm's competitive position? Be sure to analyze financial management concepts and firm performance.

Is the future of Artificial Intelligence tied to Blockchain technology? What are the implications this might have on your career?

Can social entrepreneurs solve the environmental impact of plastic waste?

Are we ready for an Implant that can change our moods? What are the ethical considerations within the multi-cultural context?

How to be a successful manager of baby boomers? How to manage different generations?

If your first manager is a robot boss, what skills do you need to have?

(3) Field Class (see above for details)

(4) Port Articles Country*Management aspect Group Presentations (each group will be assigned to one port)

The class will be divided into 5-8 groups for the purposes of presentations that will take place before each port visit. Media articles have been made available which are relevant to the countries we are visiting and the management subjects matters we are learning in this class (see readings on pages 2-3). If you come across a relevant article on your own, you are encouraged to include them in your presentation.

Group presentations will cover the following content aspects related to the articles:

a) What do we know from the article? This includes theories, frameworks, facts, people, events, circumstances, problems, tensions, etc. b) What else would we like to know? What was left out? What are you curious about with this topic? c) Why does it matter? How does it relate to the concepts in our course? Why does it matter to the broader study and practice of Management?

Presentations should be between 12-15 minutes (they will be timed), followed by Q&A as time permits.

Presentations will be graded on the following criteria: clarity, creativity, relevance, see below for more details.

(5) Self-development Plan

Self-Development Plan (10%): Throughout the voyage, you will be assigned to complete self assessment instruments pertaining to various course topics. You will complete each of the

instruments when assigned and create a log of the results and a brief interpretation of the results. Then, based on what you learned in the course, you will choose one specific aspect of your behavior that you really want to improve, and write a 750-word memo describing what you want to change, how you plan to try to change it, and why it is important for you to change. This project is an individual effort. A more detailed description of the self-development plan project and on how to write a business memo will be provided in class.

(6) Independent Field Assignments and Extra Credit

Country Activity Reflection Journal (10%): At the class period immediately following being in port, students will provide a 2-page reflection of their experiences in that country (at least 5; more for extra credit-up to 5% of your grade) and how what they experienced is linked to the material that we have discussed in class thus far. Prior to arriving at various ports, I will provide some “thought questions” that students can keep in mind during their time “in country.”

(7) Midterm and Final Exams

The two exams will encompass material from the text and readings. Students will be tested on their comprehension of concepts, cases, and examples used in class discussion and incorporated into assigned readings. The exam format will be a combination of objective questions (e.g., multiple choice, true-false) and short answer questions.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

Grading Guidelines

I will use the rubric below to guide grading. Please impress me! Go above and beyond in your analysis if you want an A. Assignments received after the submission deadline will be reduced a letter grade (10%) per day late. Assignments received more than 6 days (calendar days, NOT voyage days) after the submission deadline will receive a score of zero.

Grade	Written Assignments
A	Excellent work! There is a clear focus on what the assignment should achieve, and it is structured accordingly. Demonstrates integrative, innovative and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues in course readings, accurately applies a range of course concepts; and clearly references relevant readings. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written and oral work is insightful, clear, sophisticated and vivid.
B	Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates a clear understanding of some of the key issues in the course and readings. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates good written and oral communication.
C	Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Applies relevant material and course concepts in a limited way, but could go into much more depth. Competent written and oral communication, but could be improved.
D	Work does not fulfill the necessary requirements for the assignment. Does not demonstrate clear understanding of the major issues. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.
F	Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.

1. The points will be awarded based on the following scale:
 - 0 - Responded to none of information requested. (F)
 - 1 - Responded to very little of information requested. (D)
 - 2 - Responded to some of information requested. (C)
 - 3 - Responded to most of information requested. (B)
 - 4 - Section is a complete response to information requested. It is logical, clear, substantive, connected to other sections (for the final report) and demonstrates understanding of contemporary management concepts and principles. (A)

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUESTS

None

ELECTRONIC COURSE MATERIALS (on following page)

TED Topic-Optional
Innovative Management for Turbulent Times http://www.ted.com/talks/eddie_obeng_smart_failure_for_a_fast_changing_world.html The Evolution of Management Thinking http://www.ted.com/talks/susan_blackmore_on_memes_and_temes.html
The Environment and Corporate Culture http://www.ted.com/talks/pankaj_ghemawat_actually_the_world_isn_t_flat.html Managing in a Global Environment http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html
Managing Ethics and Social Responsibility http://www.ted.com/talks/paul_root_wolpe_it_s_time_to_question_bio_engineering.html Managing Small Business Start-Ups https://www.youtube.com/watch?v=WpldYJ3sSlo
Managerial Planning and Goal Setting http://www.ted.com/talks/kevin_kelly_on_how_technology_evolves.html Strategy Formulation and Implementation http://www.ted.com/talks/raghava_kk_what_s_your_200_year_plan.html
Managerial Decision Making http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html http://www.ted.com/talks/dan_gilbert_researches_happiness.html Designing Adaptive Organizations http://www.ted.com/talks/robert_wright_on_optimism.html
Managing Change and Innovation http://www.ted.com/talks/julie_burstein_4_lessons_in_creativity.html https://www.youtube.com/watch?v=16p9YRF0I-g Managing Human Resources http://www.ted.com/talks/jason_fried_why_work_doesn_t_happen_at_work.html
Managing Diversity http://www.ted.com/talks/hanna_rosin_new_data_on_the_rise_of_women.html Understanding Individual Behavior https://www.youtube.com/watch?v=16p9YRF0I-g
Leadership http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html Motivating Employees http://www.ted.com/talks/karen_thompson_walker_what_fear_can_teach_us.html
Managing Communication http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html Leading Teams- http://www.ted.com/talks/tom_wujec_build_a_tower.html
Managing Quality and Performance http://www.ted.com/talks/vijay_kumar_robots_that_fly_and_cooperate.html
Managing the Value Chain, Web 2.0, and E-Business http://www.ted.com/talks/vinay_venkatraman_technology_crafts_for_the_digitally_underserved.html

ADDITIONAL RESOURCES

None

APPENDIX

Some presentation aspects you may want to consider:

PRESENTATION EVALUATION FORM GROUP PORT PRESENTATION

Content: _____/(50%)

1. The introduction provided helpful background information.
2. Country description was clearly identified.
3. The current situation was clearly analyzed
 - a) What do we know from the article? This includes theories, frameworks, facts, people, events, circumstances, problems, tensions, etc.
 - b) What else would we like to know? What was left out? What are you curious about with this topic?
 - c) Why does it matter? How does it relate to the concepts in our course? Why does it matter to the broader study and practice of International Business?
4. The conclusions were clearly identified

Speakers Evaluation: _____/(15%)

1. The speakers maintained good eye contact with the audience.
2. The speakers held the attention of the audience.
3. The speakers talked clearly and were easy to understand.
4. The speakers were well prepared.
5. The transition among multiple speakers was smooth and did not disrupt the flow of the presentation.

Communication Evaluation: _____/(15%)

1. The presentation was well organized.
2. The visual aids enhanced the presentation.
3. The visual aids had a professional appearance, and were easy to read and understand.
 - Appropriate number of words on slides
 - Use bullet points; Limit each slide to 6 bullet points
 - Use succinct phrases (not sentences or paragraphs)
 - Simple fonts
 - Choose color combinations that make your presentation easy to read
 - Limit graphics to 1–3 per page. Make sure that special effects have a purpose
 - Proofread and spell check

Creativity Evaluation: _____/(10%)

Audience Involvement: _____/(10%)

Final grade _____%