



MAN 4720 - Integrated Management Capstone - CRN 11194

Spring 2019 – T/Th, 7:30–8:45am

LH 1203 – 3 Credit Hours

Instructor:	Joseph Leah, Ph.D. Assistant Professor of Management
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Office Location:	Lutgert Hall 3310
Office Hours:	Tuesdays & Thursdays 10:30-11:45am and 1:30-2:45pm; or by appointment

A. COURSE DESCRIPTION

The capstone management course integrates the major topics of management. The students will acquire a broad understanding of managing organizations, learning to analyze organizational strengths and weaknesses, and to recommend appropriate action for change by applying theories from teams and group dynamics, motivation, problem solving, human resources, ethics and global issues. Senior status is required.

Prerequisites: MAN 3046 for level Undergraduate with minimum grade of C (may be taken concurrently) and MAN 3301 for level Undergraduate with minimum grade of C and MAN 3063 for level Undergraduate with minimum grade of C and MAN 3600 for level Undergraduate with minimum grade of C (may be taken concurrently).

This course has been designated as a QEP Capstone within the FGCUScholars initiative. This Scholarly-Focused Course has been designed to help you become a scholar in the discipline through the production of scholarly work that utilizes writing, critical thinking, and information literacy.

B. KEY TOPICS COVERED IN THIS COURSE

- Corporate Culture
- PEAS critical thinking model
- Teams and Organizational Change
- Power & Influence, Organizational Politics
- How companies design change - Appreciative Inquiry

- Ethical models, Stakeholders
- Crisis Management Simulation
- Cognitive biases, Judgment calls
- Intergroup Conflict and Collaboration
- Organization Development, Leading Change
- Change Management Simulation
- Innovation, Complexity, and Design Thinking
- Critical Thinking, Leadership, Entrepreneurship

C. REQUIRED MATERIALS

Harvard Business School Coursepack. Students must follow the link provided in Canvas to directly purchase access to the Harvard coursepack. The coursepack includes access to two computer simulations and several Harvard case studies that will be used during the course of the semester.

Harvard Coursepack link (unique to this course) will be **posted on Canvas**.

Additional readings and case studies will be posted to Canvas or will be referenced for students to access through the university library resources.

Recommended Additional Reading

Newspapers and journals – either take a subscription or access online through the library: Wall Street Journal (special rate for students: <https://r.wsj.com/PROF3n2r>); Financial Times (FGCU student subscription: <https://join.ft.com/4c5c4ac0-670e-4569-a085-751808e8d6a0>); Bloomberg Business Week, the Economist, or other reputable business news source.

APA Website: <http://www.apastyle.org/apa-style-help.aspx> for guidance by the APA on citing and using electronic and other reference formats

D. GRADING, ASSIGNMENTS AND COURSE REQUIREMENTS

Your grade is determined as follows:

	<u>Percent</u>
In-Class Case Analyses, Simulations and Presentations	25
Team Research Project	15
Exam 1a	20
Exam 1b	10
Exam 2	20
<u>Individual Paper</u>	<u>10</u>
Total	100

Grading scale:

93-100%	A	77-79.9%	C+
90-92.9%	A-	70-76.9%	C
87-89.9%	B+	60-69.9%	D
83-86.9%	B	< 60%	F
80-82.9%	B-		

Assignments and Course Requirements:

In-Class Case Analyses, Simulations and Presentations - 25%: Participation is a factor determined by the instructor at the conclusion of the semester and is an overall assessment of each student's: attendance, tardiness, participation in class discussions, group project involvement, peer review, assignments, participation, as well as following classroom and university academic policies. This course is designed for students to play an active role in class discussions. Therefore, individual class participation is considered, but not limited to, actively engaging in class discussions.

Simulations, Case Analyses and Presentations: Students will be required to participate in simulations and analyses of case studies both individually and in teams. Student teams will be created early in the semester, and will be assigned case studies for class analysis and presentation as well as readings to be summarized and presented to the class. For each case, teams should be prepared to discuss and present the case according to the case study methodology reviewed in class with a digital presentation of their findings, solutions and intervention recommendations. On a random basis the instructor will ask teams to present the findings and recommendations of their analysis of the case issues. Further instructions will follow in class or will be posted on Canvas.

Initial Canvas Assignment: As a University Policy, all faculty members are required to use Canvas to confirm a student's attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

Team Research Project - 15%

Student teams will choose a company for study that has gone through a major recent change, turnaround, renewal or transformation. Teams will perform research and analysis to evaluate the effectiveness of interventions chosen for organization development. The team will also make recommendations as if in the role of an external organization development consultant.

Research will culminate in the submission of a written report of maximum 2,500 words (Equivalent to 10 pages, double spaced, 12 point font APA format) and a PowerPoint presentation to the class. Further instructions will follow in class and will be posted on Canvas.

Exam 1a - 20%: The exam will consist of short answer, multiple choice or short essay questions.

Exam 1b - 10%: The exam will consist of a multiple-choice exam conducted on Canvas.

Exam 2 - 20%: The exam will consist of short answer, multiple choice or short essay questions.

Individual Paper - 10%: Students will be required to write an individual paper analyzing a selected case study or article. Case analysis will culminate in the submission of a written report of maximum 1,250 words. (Equivalent to 5 pages, double spaced, 12-point font APA format). Further instructions will follow in class and will be posted on Canvas.

Course Policies:

Each student will be responsible for the following:

1. All materials listed in the coursepack and the syllabus.
2. All readings and/or written assignments.
3. Class participation and attendance.
4. Handing in the assignments at the beginning of class, on the assigned due date, and in the required format.
5. All work assigned in class, whether on the syllabus or not.
6. All information disseminated in class whether in the syllabus or not.
7. All written work submitted must be typed and in 12 point font, double spaced, with correct spelling and grammar and submitted via CANVAS as a Word document.
8. Read the assigned materials before coming to class.
9. Please use University email for all electronic communications with the Professor.
10. Read all material to be discussed in class prior to class.

Cell Phone/Electronic Devices: Laptops, iPods, cell phones, and all other electronic equipment should be off and stowed when class is in session, unless the device is being used for class purposes and approved ahead of time by the instructor. If you use electronic devices during class without prior approval from your instructor, your grade for the course may be lowered.

Audio/video recording of classes is not permitted unless explicitly permitted by university policy, for which a student has to provide PRIOR proper documentation.

Plagiarism: Plagiarism includes using the work or words of others without proper citations. Copying an assignment from a friend, roommate, web download, etc. is plagiarism. Any plagiarized work will be given a grade of zero (0).

Cheating: Anyone caught cheating will receive an automatic grade of F for the class.

Late Work: Incompletes are awarded only in the rarest of cases. Assigned work not handed in at the designated time will not be accepted for full credit. Work handed in within 24 hours after the due date and time will be penalized 25% of the grade. Work handed in more than 24 hours late will be given a grade of zero (0).

E. ATTENDANCE POLICY:

Class participation is a vital component of your learning in this class. You cannot participate if you are not in class. A student gains participation/attendance points for classes in which the student is present and participates effectively and loses points when absent and/or when there is little or no participation. There are no excused versus unexcused absences (unless by official University policy).

Attendance is taken by a sign-in sheet or roll-call and will be the official attendance record. It is your responsibility to sign-in or indicate your attendance for every class. Signing-in and leaving class early or arriving to class late may reduce your attendance/participation points. Signing-in for anyone other than yourself will be considered cheating, which will result in an automatic F for the class.

Verification of Attendance on Canvas: Per University Policy, all professors are required to set up a Canvas activity for students to complete as a means to confirming their attendance for each course by the end of the first week of classes. A “Verification of Attendance Quiz” has been set up in Canvas. Failure by any student to complete this Canvas activity by the end of the first week of classes will result in a delay in the disbursement of your financial aid. The completion of this Canvas activity is required for all students, not only those receiving financial aid.

F: INSTRUCTOR

Dr. Joseph Leah is an Assistant Professor of Management in the Lutgert College of Business at Florida Gulf Coast University. He teaches the Integrated Management Capstone, Business Strategy, International Business, and the University Colloquium.

Dr. Leah’s research is focused on companies that deliver great business performance while generating long-term positive impact on the environment and society. He was a fellow of the Fowler Center for Business as an Agent of World Benefit at Case Western Reserve University and served as co-director of research for the Quantum Leadership Project at the Fowler Center.

Prior to entering academia, Dr. Leah was a Managing Partner with international consulting firms Areks and StratX International, and was a Principal with IMS Learning Solutions & Change Management. He has conducted management consulting projects and corporate executive education programs for Fortune 500 companies in over forty countries across Europe, Asia-Pacific, and the Americas, and continues to collaborate with a global network of consulting partners and researchers.

Dr. Leah holds a Ph.D. in Management from Case Western Reserve University in Cleveland, Ohio, an MBA from the International Institute for Management Development (IMD) in Lausanne, Switzerland, and a BA (cum laude) in Political Science and Business from the University of Pittsburgh.

G. LEARNING OUTCOMES & ASSESSMENT

The Department of Management creates an environment that enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement positive solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizational change in the global environment.

Lutgert C.O.B. Learning Goals & Objectives	Management Learning Objectives	Course Learning Objectives (measurable)	Assessment Methods
Understand the business environment 1. Demonstrate knowledge of ethical issues 2. Demonstrate knowledge of global factors influencing business. 3. Explain the importance of	1. Analyze ethical and CSR issues as they apply to management. 2. Demonstrate knowledge of global factors influencing business	• Analyze and synthesize models, theories, concepts and practices and relate them to live organizational experiences	A, B, C, D, E

environmental responsibility.			
Be effective problem solvers. 1. Solve business problems using analytical tools	3. Solve management problems using analytical tools	<ul style="list-style-type: none"> • Apply a structured critical thinking process for addressing management challenges that includes identifying problems or key issues based on evidence, conducting sound analyses and offering organizational solutions 	A, B, C, D, E
Be an effective communicator 1. Deliver effective oral presentations 2. Prepare effective written reports	4. Demonstrate effective professional communication skills. 5. Work effectively in diverse teams	<ul style="list-style-type: none"> • Communicate results through written analyses. • Generate team outputs that effectively communicate analytical results 	A, B, C, D
Have interdisciplinary business knowledge 1. Understand main concepts & definitions in accounting, economics, finance, information systems management, marketing and operations management. 2. Integrate knowledge across business disciplines	6. Integrate key management theories and practices	<ul style="list-style-type: none"> • Integrate a range of management concepts and frameworks into a comprehensive understanding of management situations • Apply management skills and interdisciplinary knowledge 	A, B, C, D, E

LEGEND FOR ASSESSMENT METHOD

- A) Class Discussions
- B) In-class Assignments
- C) Individual Written Paper
- D) Team Research Project
- E) Exams

H. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the “Student Code of Conduct” and “Policies and Procedures” sections in the Student Guidebook. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgc.edu/judicialaffairs/new.html>.

I. UNIVERSITY NONDISCRIMINATION STATEMENT

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University

prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

J. DISABILITY ACCOMMODATIONS SERVICES

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

K. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

L. ADDITIONAL STUDENT RESOURCES

Center for Academic Achievement

The Center for Academic Achievement (CAA) provides academic support services to all FGCU students. Students can take advantage of our free peer tutoring and Supplemental Instruction sessions for lower-level math and science courses, as well as workshops to facilitate the development of skills necessary for college success. If you would like to participate in any of our programs, learn about tutoring services, or meet with an Academic Retention Coordinator, please visit the CAA in Library 103 or call us at (239) 590-7906. The website for CAA is www.fgcu.edu/caa.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provides free counseling and therapy services (including psychiatry) to all FGCU students. Please visit the new Student and Community Counseling Center building (behind Seidler Hall, behind Dunkin Donuts, just west of the observatory) any weekday between 8:30 and 4:30 to schedule an initial contact appointment. Visit the CAPS website at www.fgcu.edu/caps for more information. CAPS offers a 24/7 Helpline at (239) 745-3277 (EARS).

Resources for General Education

Information on General Education program requirements is available online at http://www.fgcu.edu/General_Education/index.html

Service-Learning

Information on integrating service-learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connect/>

Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/>

Canvas Learning Management System and Demonstration Site

Information on CANVAS is available online at <http://canvas.fgcu.edu> and <https://fgcu.instructure.com/courses/7692>

Library Resources

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: http://library.fgcu.edu/faculty_index.html

Contact Us: <http://library.fgcu.edu/LBS/about/contactus.htm>

Business Librarian

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Business Librarian

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This Scholarly-Focused Course has been designed to help you become a scholar in the discipline through the production of scholarly work that utilizes writing, critical thinking, and information literacy.

M. COURSE SCHEDULE (*subject to change with notice*)

Week	Week of	Topic
1	1/7 1/9	Course Introduction, OD, Change, Corporate Culture, PEAS critical thinking model Intro Team reading assignments
2	1/14 1/16	Amazon/Zappos case discussion Amazon/Zappos case discussion Medisys Corp. Case Study (Teams, org change) – Intro & Group Work
3	1/21 1/23	Medisys Corp. Case – Group discussion Medisys Corp. Case – Group presentations & discussion Team 1 - Reading Summary Presentation Team 4 – Reading Summary Presentation
4	1/28 1/30	Thomas Green Case (Power, organizational politics) – Group Work & Presentations Thomas Green Case – Group presentations & discussion Team 2 - Reading Summary Presentation Team 5 – Reading Summary Presentation
5	2/4 2/6	Class Discussion - Ethical Models, Stakeholders, International Perspectives Publix Case – Intro Publix Case - Discussion Team 6 – Reading Summary Presentation Intro - Matterhorn Health - Crisis Management Simulation
6	2/11 2/13	Matterhorn Health Simulation Discussion; CEO roleplay (Cognitive biases, judgment calls) Teams 3 & 4 - Reading Summary Presentations Matterhorn Health Simulation Discussion & Debrief Team 1 - Reading Summary Presentation
7	2/18 2/20	Guest Speaker: Rod Ely, former SVP, Green Mountain Coffee Roasters How companies design change - Appreciative Inquiry – class discussion and in-class exercise
8	2/25 2/27	Class discussion - Exam review Exam 1a and 1b
9		No Classes – Spring Break

10	3/10	Class Discussion – Leadership Zipcar Case – Group work & presentations
	3/12	Zipcar Case – Group presentations & discussion Team 2 - Reading Summary Presentation Intro Spectrum Change Management Simulation (Organization Development, Leading Change)
11	3/17	Spectrum Change Management Simulation – Discussion & Debrief Team 5 – Reading Summary Presentation (Change Management)
	3/19	Class Discussion – Organization Development and Leading Change related to Spectrum Change Management Simulation
	3/20	Individual Papers Due
12	3/24	Class Discussion – Conflict & Cooperation Disney Animation Case – Intro & group work
	3/26	Disney Animation Case – Group presentations & discussion
13	3/31	Class Discussion - Design Thinking, Complexity and Innovation
	4/2	Team 6 - Reading Summary Presentation Team 3 - Reading Summary Presentation
14	4/7	Class Discussion - Core concept review
	4/9	Exam 2
15	4/14	Team Project Presentations, Team Project Papers Due
	4/16	Team Project Presentations
16	4/21	GoPro Case – Group work & presentations
	4/23	GoPro Case – Discussion Key Learning Points Review Peer Review Forms Due

Reading Assignments - Team Presentations

Topic	Date	Team
Article: Hackman & Coutu, "Why Teams Don't Work," Harvard Business Review, May 2009	1/23	1
Article: Williams & Mihaylo, "How the Best Bosses Interrupt Bias on Their Teams," Harvard Business Review, Nov/Dec 2019	2/13	

<p>Article: Simpson, "Why Managing Up Matters," Harvard Management Update, August 2002</p>	1/30	2
<p>Article: Malnight, Buche & Dhanaraj, "Put Purpose at the Core of Your Strategy," Harvard Business Review, Sep/Oct 2019</p>	3/12	
<p>Article: Tichy, Noel and Bennis, Warren, "Making Judgment Calls," Harvard Business Review, October 2007</p>	2/11	3
<p>Article: Ancona, Backman, Isaacs, "Nimble Leadership," Harvard Business Review, Jul/Aug 2019</p>	4/2	
<p>Article: Finkelstein, "The Best Leaders are Great Teachers," Harvard Business Review Special Issue, Winter 2019</p>	1/23	4
<p>Article: Schweitzer et al, "The Organizational Apology," Harvard Business Review, September 2015</p>	2/11	
<p>Article: Boyatzis, Smith, Van Oosten, "Coaching for Change," Harvard Business Review, Sep/Oct 2019</p>	1/30	5
<p>Article: Kotter, John, "Leading Change, Why Transformation Efforts Fail," Harvard Business Review, 2007, Best of HBR (original article 1995)</p>	3/17	
<p>Article: Kouchaki & Smith, "Building an Ethical Career," Harvard Business Review, Jan/Feb 2020</p>	2/6	6
<p>Articles: Kolko, "Design Thinking Comes of Age," Harvard Business Review, September 2015 and Yoo & Kim, "How Samsung Became a Design Powerhouse," Harvard Business Review, September 2015</p>	4/2	

Team Article Assignment - Summarize one article:

Find the suggested article using the FGCU library resources on your assigned topic. The article shown is a recommended example - if you find a better article for your assigned topic, you are free to use it instead of the recommended article.

Prepare a 1-page abstract of the article, and prepare a 15-20 minute presentation highlighting the key concepts of the article to be delivered on your assigned date. Prepare 3-4 test questions related to the article to ask the class as part of your presentation (include the questions with correct answers in your PowerPoint slides).

To find Business Articles and Research Publications:

Go to the library website (library.fgcu.edu) while you are on campus, search for your publication under eJournals, click on the appropriate journal from the list that appears, and click on the database "Business Source Ultimate," which is a database providing access to a wide range of publications offered through the FGCU library. You can then search for the issue date of your publication and the corresponding article.

Finding the articles and doing research using the FGCU library resources is part of the assignment.