

## B8 ASUO COURSE GUIDE

small business. All students must do first five homework assignments and take first midterm. Then they have an option of (1) remaining homework and report, or (2) second midterm and final, or both.

**COMMENTS:** Come prepared to work. The instructor uses numbers frequently and has the reputation of being a hard grader. He relies on the students to attend regularly, pay attention, and ask questions.

### **MGMT 416 GROUP PROCESSES IN ORGANIZATIONS (3)**

Bowie, 209A Gilbert

**MEETS:** 2:00-3:20 UH +Two 3-hour workshops

**FORMAT:** Lecture/Discussion

**AVERAGE CLASS SIZE:** 35

**WEEKLY READING:** 2 Chapters

**PREREQUISITES:** MGMT 321

**EVALUATION:** 5%-Homework; 30%-Attendance; 25%-2 Papers; 20%-Midterm; 20%-Final

**READINGS:** Zander, MAKING GROUPS EFFECTIVE; Foresman, LOOKING CLASS PARTICIPANT'S GUIDE

**DESCRIPTION:** The purpose of the course is to develop a better understanding of the behavior of individuals in group settings and the characteristics of groups in organizations. To increase your skills and knowledge, the course will have both theoretical and experiential components.

**COMMENTS:** Attendance in exercises, including 2 exercises during the term from 2 p.m. to 5 p.m., is mandatory

### **MGMT 440 CASE STUDIES IN SMALL BUSINESS (3)**

Hurr, 212C Gilbert

**MEETS:** 8:00-9:20 MW, 125 Chiles Center

**FORMAT:** Practical work (supervised)

**AVERAGE CLASS SIZE:** 15-20

**PREREQUISITES:** Business Seniors, MBA candidates

**READINGS:** GUIDE TO MANAGEMENT CONSULTING

**DESCRIPTION:** Students are organized into small (2-4 person) teams and spend the term consulting, under the guidance of the instructor, with local small businesses (1 for each team) which have requested help. Teams include finance, marketing, accounting, and management majors. Maturity and responsibility are important. Hard work. Time consuming. Excellent experience. Consent of instructor required. Only those willing to take a strong, intelligent effort should apply.

**COMMENTS:** Students who are not business majors have successfully participated in this course, but they have had some business experience.

### **MGMT 453 BUSINESS POLICY AND STRATEGY (3)**

Goes, 209A Gilbert

**MEETS:** 12:30-13:50 MW, 227 Chiles

**FORMAT:** Lecture/Discussion

**AVERAGE CLASS SIZE:** 35

**WEEKLY READING:** 2 Chapters

**PREREQUISITES:** Senior status, MGMT 321 ACTG 260, FIN 316, MKTG 311, DSC 335

**EVALUATION:** 20%-Participation; 30%-3 Papers; 25%-Project; 25%-Midterm

**READINGS:** Pearce and Robinson,

STRATEGIC MANAGEMENT; Allison, ESSENCE OF DECISION; Porter, COMPETITIVE STRATEGY

**DESCRIPTION:** An integrative course requiring background and skills in different functional areas--see prerequisites. Students will develop analytical skills and evaluate major issues in competitor and industry analysis, strategy formulation, and strategy implementation in complex organizations

**COMMENTS:** Prerequisites are strictly enforced, and attendance is mandatory.

### **MGMT 455 ORGANIZATION AND MANAGEMENT (3)**

Leyer, 214 Gilbert

**MEETS:** 12:30-13:50 UH

**FORMAT:** Lecture/Discussion

**AVERAGE CLASS SIZE:** 40

**WEEKLY READING:** 2 Chapters

**EVALUATION:** 33%-Project, 33%-5 Quizzes; 33%-Final

**READINGS:** Robbins, ORGANIZATION THEORY: THE STRUCTURE AND DESIGN OF ORGANIZATIONS; Packet

**DESCRIPTION:** Today's organizations confront more bewildering and volatile conditions than ever before--global competition is increasing, U.S. firms' productivity is lagging, and technological change is accelerating. Organizations and their managers are struggling to adapt to all this. This course brings modern organization theories to bear on contemporary issues and problems in management. We will analyze how organizations are effected by their environments, how they are designed and structured, and why they are effective or ineffective in achieving their goals.

### **MGMT 537 MOTIVATION AND WORK BEHAVIOR (3)**

Russell, 209E Gilbert

**FORMAT:** Lecture/Discussion

**AVERAGE CLASS SIZE:** 40

**WEEKLY READING:** 75-100 Pages

**PREREQUISITES:** MGMT 511 or Instructor Consent

**EVALUATION:** 10%-Attendance; 30%-Project; 30%-Midterm; 30%-Final

**READINGS:** Steers and Porter, MOTIVATION AND WORK BEHAVIOR

**DESCRIPTION:** Basic motivational processes, contemporary theories of work motivation, job performance and satisfaction, attachment/commitment and organization, reward systems, goal-setting processes, job design, and quality of work life.

**COMMENTS:** Students will work on a project with local organization if possible.

### **MGMT 541 ORGANIZATION AND MANAGEMENT THEORY (3)**

Meyer, 214 Gilbert

**MEETS:** 9:30-10:50 UH

**FORMAT:** Discussion

**AVERAGE CLASS SIZE:** 35

**WEEKLY READING:** 3 Chapters

**EVALUATION:** 25%-Paper; 25%-Project; 25%-Midterm; 25%-Final

**READINGS:** Miles and Snow, ORGANIZATIONAL STRATEGY, STRUCTURE, AND PROCESS; Packet

**DESCRIPTION:** This course deals with organization and management theory: systemic aspects of the design and management of complex organizations.

Much of the course material will reflect the vantage point of top management. This group of individuals has primary responsibility for the operations of the entire organization--aligning the organization with its environment and arranging internal resources to support the chosen alignment. Concepts and theories that aid managers in these tasks are a prime focus of the course. Students will become involved in an organizational project that will allow them to experience first hand many of the major structures and processes exhibited by organizations.

## **Educational Psychology**

### **EPSY 321 HUMAN DEVELOPMENT AND GROUP PROCESSES (3)**

Dizney/Epps/Moursund

**AVERAGE CLASS SIZE:** 70

**READINGS:** Becker, APPLIED PSYCHOLOGY FOR TEACHERS

**DESCRIPTION:** Physical, psychological, cognitive, and social development during the school years; group processes and their effects on individual development, particularly in the school setting. Evaluation, tests, measurement. Major topics: Developmental changes, especially during school years; the effects of the family, school, and peers on socialization. The effects of group processes on the individual, e.g., expectations, norms, leadership, style, etc. Handling measurement data, interpreting test results.

**COMMENTS:** Three multiple choice tests and weekly exercises. Class involvement through exercises and participation in small-group process sessions.

### **EPSY 322 LEARNING ASSESSMENT IN EDUCATION (3)**

Becker

**AVERAGE CLASS SIZE:** 70

**PREREQUISITES:** EPSY 321

**READINGS:** Becker, APPLIED PSYCHOLOGY FOR TEACHERS; Becker and Stein, Workbook for APPLIED PSYCHOLOGY FOR TEACHERS.

**DESCRIPTION:** Major topics: Principles of learning and their application in the classroom (motivating children's classroom management, eliminating behavior problems, theory of instruction); monitoring student progress; tests for classroom use; achievement tests.

**COMMENTS:** Three tests, three quizzes, and 2 projects.

## **Educational Policy and Management**

### **EDPM 199 SPECIAL STUDIES: PEER ACADEMIC ADVISING (1-3)**

Wade, 164 Oregon

**MEETS:** Flexible

**FORMAT:** Practicum

**PREREQUISITES:** FR/SO only

**EVALUATION:** 15%-3 Quizzes; 15%-