

**School for New Learning  
DePaul University  
Management Theories Examined, HC 162  
Fall Term, 2009-2010  
Loop Campus  
Thursday, 6:00-9:00 pm  
Instructor: Jill A. Joachim  
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PO Box 541  
South Bend, IN 46624**

**Course Description**

Every day American managers are reading new books, hiring new consultants, implementing changes that promise to deliver an *ultimate* solution to the age-old challenges of business: strategy, process, motivation, communication, organization, leadership, profit, growth, marketing and customer satisfaction. Regularly, organizations espouse theories of the latest business fad and all levels of management are seen scurrying about with copies of a book about a fish or my cheese or written by someone's favorite NBA coach. In some organizations, this cycle is repeated yearly or quarterly in search of a management holy grail. Is this any way to run effective businesses?

The answer is, "Maybe so, but maybe not." In this class students will look at the groundbreaking original research and writing in business that generated a number of solid and defensible business philosophies. They will look at the forces and personalities that pursued these inquiries, the rigor of the research and the accuracy of conclusions drawn. Students will compare and contrast theories and attempt to evaluate how theories interplay and might be applied in the real world of business.

In addition to classic theory, students will examine the messages of contemporary business authors and consultants, or *business gurus* as they have become known, to search out each's philosophic roots. Students will learn how to examine and evaluate a guru's message – sorting the wheat from the chaff, the trendy from the true.

Coursework will focus on discussion of readings, lectures and interactive sessions. A personal written reflection on a business issue, attendance and discussion will contribute equally to class grades.

**Faculty Biographical Sketch**

Jill A. Joachim is a lifelong learner and is dedicated to the principal that effective instructors lead students to personal discoveries. With a Bachelor degree in Forestry and a Masters in Science focused on business abetted by almost 20 years in operations and human resources management, the instructor has a solid basis of real life experience in business. Additionally, the instructor is a true polymath and actively pursues new learning and experience in a wide range of topics. These interests include crafting, sports and competitions of all types, math and science developments, the wacky activities of the British Royal Family, gardening, maintaining an eleven year old travel pod, adoring her pets, family activities, music of all kinds, silly mystery novels and anything else that catches her fancy. She has taught with SNL since 2001. Finally, the instructor is grateful she had the foresight to finish her education before entering a professional field. She is always appreciative that most SNL students are full time workers, parents and caregivers in addition to being part time students.

**Competencies**

**Competence H-2-X:** Can use two or more organizational theories in the analysis of one's own experiences in an organization. Students demonstrate this competence by showing

familiarity with the approaches, models and principles that help explain human interactions within organizations.

1. Students will be able to describe at least two management theories.
2. Students will describe situations in organizations that can be explained by these theories
3. Students will apply one and two to their own organizational experience

**Competence H-3-X:** Can analyze the impact of social institutions on individual human development. Students demonstrate this competence by understanding how the existence and operation of social institutions, such as family, a business, the criminal justice system or educational institutions affect human development

1. Students will describe organizations and the characteristics of the management theories these espouse.
2. Students will describe the criteria for analyzing the impact of these theories on individual development.
3. Students will analyze the impact of these management theories on individuals in these organizations.

**Competence A-3-X:** Can interpret experience in relationship to the perspective of a significant thinker or tradition. Students demonstrate this competence by thinking philosophically about their experience or the experience of others. Students will develop their own ideas about the meaning of experience and compare or contrast these ideas to those of a significant thinker or tradition.

1. Students will identify traditional management theories and compare them to the theories of management gurus.
2. Students will critically explain the meaning of this relationship between the traditional and the current theories; what are similarities, divergences, and expansions between the two.

**Competence F-X:** Can recognize and articulate various historical management theories. Can evaluate life experience and critically recognize and analyze management theories in practice. Can evaluate how management theories are promulgated in the workplace and other organizations. Students demonstrate this competence by identifying and articulating management practices in theory and in practice.

1. Students will read and discuss selections from traditional and populist management authors.
2. Students will discuss the management practices in their current workplace (or some other suitable organization they know well).
3. Students will critically comment on observations of management practice.
4. Students will examine the potential impact of a management theory on an organization.

### **Learning Resources and Experience**

The class will examine a wide range of authors of management theories from a variety of sources.

#### ***Required Texts***

Crainer, Stuart (2002). The Ultimate Business Library: The Greatest Books That Made Management (The Ultimate Series). Capstone US. Dover, NH.

Joachim, Jill. Management Theories Examined. This text will be provided by instructor

#### ***Semi Required Publications:***

Students **may be asked** to report on the following outside readings. These may also serve as a help with final papers. All may be accessed through DePaul University Library Online Services:

*If I Were A **Guru***, [Brandt, John](#), [Industry Week/IW](#); Apr2005, Vol. 254 Issue 4, p23-23, 1p, 1c.

*Dilbert*, by Scott Adams @

<http://www.dilbert.com/comics/dilbert/archive/images/dilbert2005090116274.jpg>

*Lillian Gilbreth and the mental revolution at Macy's, 1925-1928.*: Graham, Laurel. *Journal of Management History*. 6, no. 7 (2000): p. 285 Number: 115723673 Copyright: Copyright MCB UP Limited (MCB) 2000

*One More Time: How Do You Motivate Employees?* , By: Herzberg, Frederick, Harvard Business Review, 00178012, Jan 2003, Vol. 81, Issue 1

*THE MOTHER OF THEM ALL*, By: Linden, Dana Weschler, Forbes, 00156914, 1/16/95, Vol. 155, Issue 2

*IS YOUR BOSS A PSYCHOPATH?* (cover story), Deutschman, Alan, Fast Company; Jul 2005 Issue 96, p44-51, 8p, 1c, 12bw *Three Secrets of the One-Minute Manager*, Blanchard, Kenneth, *CPA Journal*, v.62, n.4, (Apr 1992), p.76 ISSN: 0732-8435

*The 21st-century Organization*. Bryan, Lowell and Joyce, Claudia, McKinsey Quarterly; 2005 Issue 3, p24-33, 10p, 1c

*The MBA Menace*. Mintzberg, Henry and Sacks, Danielle. Fast Company; Jun 2004 Issue 83, p31-32, 2p, 1 graph

*Leadership for Quality*, Deming, W Edwards. *Executive Excellence* v11n6, (Jun 1994): p.3-5 (Length: 3 pages) ISSN: 8756-2308 Number: 00875405 Copyright: Copyright Shelton Marketing Communications 1994

*Meeting of the minds*. Drucker, Peter. *Across the Board*, v.37, n.10, (Nov/Dec 2000), p.16 ISSN: 0147-1554

### **Internet Websites**

The class may also use Blackboard and rely on a variety of materials available as part of the public domain on the web and be required to access websites weekly and daily for materials. Examples of these sites include **The Dilbert Zone** at <http://www.unitedmedia.com/comics/dilbert/> and others.

Opportunities for extra credit will require independent use of libraries or the internet to research short topics. YOU HAVE TO BE ABLE TO ACCESS THE INTERNET TO GET CLASS RESOURCES.

### **Other Sources**

Beckler, Brian E., Huselid, Mark A. and Ulrich, Dave. 2001. *The HR Scorecard*. Harvard Business School Press. Boston, MA

Carnegie, Dale and Pell, Arthur R. (Editor). *How to Win Friends and Influence People*. (1937), Holiday House

Crainer, Stuart. 1998. *Key Management Ideas*. Financial Times Prentice Hall. London, UK

Crainer, Stuart. 2000. *The Management Century*. Booz-Allen and Hamilton, Inc. NY, NY

Crainer, Stuart. 1999. *The Seventy-Five Greatest Management Decisions Ever Made*. AMACOM. NY, NY

Covey, Stephen R. 1989. *Seven Habits of Highly Effective People*. Simon and Schuster. NY, NY

Davenport, Thomas H. and Prusak, Laurence. 2003. *What's the Big Idea?* Harvard Business School Press. Boston, MA

Deming, W Edwards. *Leadership for quality*. *Executive Excellence* v11n6, (Jun 1994): p.3-5. ISSN: 8756-2308 Number: 00875405. Shelton Marketing Communications 1994

Drucker, Peter. 1954. *The Practice of Management*. Harper Collins Publishers. NY, NY

Gabor, Andrea (2000). *The Capitalist Philosophers*. Times Books. New York, NY

Hammer, Michael and Champy, James. *The Promise of Reengineering*. *Fortune* v127n9, (May 3, 1993): p.US 94-97 ISSN: 0015-8259 Number: 00690295. Time Inc 1993

Hammer, Michael and Champy, James. *Reengineering the Corporation*. 1993. Harper Collins Publishers. NY, NY

Hammer, Michael, *Reengineering Work: Don't Automate, Obliterate*, Harvard Business Review July 1, 1990, 7 pp.

Helgesen, Sally. 1990 *The Female Advantage*. Bantam Dell Publishing Group. NY, NY

- Hoopes, James. 2003. False Prophets, the Gurus Who Created Modern Management and Why Their Ideas are Bad for Business Today. Perseus Publishing. Cambridge, MA
- Garvin, David A. and March, Artemis. *A Note on Quality: The Views of Deming, Juran and Crosby*. Harvard Business School Publishing. Rev. 1990. Reprint 9-687-001.
- Hurley, Robert F. *Managing change: An ethnographic approach to developing research propositions and understanding change in sales organizations*. Journal of Personal Selling & Sales Management v18n3, (Summer 1998): p.57-71. ISSN: 0885-3134 Number: 01711376
- Mintzberg, Henry. *The Manager's Job: Folklore and Fact*. 2003. Harvard Business School Publishing Reprint
- Mintzberg, Henry and Van der Heyden, Ludo. *Organigraphs: Drawing How Companies Really Work*, Harvard Business Review, September 1999. pp. 99506-8. Reprint 99506
- Nyland, Chris and Rix, Mark. *Mary van Kleeck, Lillian Gilbreth and the Women's Bureau study of gendered labor law*. Journal of Management History 6, no. 7 (2000): p. 306 Number: 115723662 MCB UP Limited (MCB) 2000
- Pascale, Richard and Athos, Anthony. 1981. The Art of Japanese Management. Penguin Publishers. London, UK
- Peters, Tom and Waterman, Robert. 1982. In Search of Excellence. Harper and Row. NY, NY
- Senge, Peter. 1990. The Fifth Discipline. Doubleday. NY, NY
- Wren, Daniel A. and Greenwood, Ronald G. 1998. Management Innovators: The People and Ideas that Have Shaped Modern Business. Oxford University Press. NY, NY.

#### **Other Readings:**

Students will need to utilize management theory authors or sources not covered in the class as part of the student's personal written reflection analysis.

#### **Activities:**

The class will examine readings primarily from instructor writing and reference to the Crainer text.

In class discussions will put the philosophy in a socio-historic context and explain the personal life of the philosopher. The class will explore the implications and real-life applicability of the philosophy.

Time permitting, games, special activities and small group discussions may be used to emphasize aspects of certain philosophies.

Opportunities will arise for extra credit investigations of special questions regarding philosophies or philosophers.

At the end of the term students will prepare an original, short, written, cited work exploring the application of at least two philosophies to one of a number of assigned business issues.

#### **Evidence the Students Will Submit**

**DISCUSSION AND ATTENDANCE:** For all competencies class attendance and discussion is REQUIRED. Greater than one absence will influence final grades. Failure to enter into discussion every week will impact final grades.

**SHORT ESSAY:** At the end of the term students will prepare an original, short, written, cited work exploring the application of at least two philosophies to one of a number of assigned business issues. The paper will be due 7 days after the last class and must be submitted electronically.

All work done in and for this class must comply with the Academic Integrity Policy as defined in the DePaul Student Handbook (<http://www.depaul.edu/~handbook/code17.html>). By policy, the instructor cannot and will not tolerate violations of the policy including, but not limited to cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the

university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. *Simply put, students should avoid EVER USING CUT AND PASTE ONLINE WHEN RESEARCHING FOR A PAPER and are expected to cite any and all text or graphics originating with other sources and failure to do so will result in a failing grade for the short essay or extra credit submitted.*

At the end of the course students will be expected to:

- Describe the history of management theory.
- Understand and articulate some populist management theories.
- Recognize examples of populist management theories in practice.
- Understand how ideas can become popularized.
- Be able to critically accept or reject management theories for their own use. Be able to clearly communicate the rationale for this analysis.
- Recognize the inspiration for management theories from non-traditional sources.

Incomplete grades will be available only for the essay portion of student work (for obvious reasons). The student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made by the final class. The student must notify the instructor by e-mail of the request for an incomplete within one week of the last class meeting. More information on DePaul's Incomplete Policy can be found at [http://www.snل.depaul.edu/StudentResources/Policies/Undergraduate\\_Policies.asp](http://www.snل.depaul.edu/StudentResources/Policies/Undergraduate_Policies.asp) Attendance is mandatory in SNL courses. For further information on SNL's attendance policy, please see the SNL website [http://www.snل.depaul.edu/StudentResources/Policies/Undergraduate\\_Policies.asp](http://www.snل.depaul.edu/StudentResources/Policies/Undergraduate_Policies.asp)

#### **Evaluation:**

Students will be assessed on attendance, competence focused discussion and a short competence focused essay as follows:

- Attendance; two absences drops the attendance grade from an A to a C. Three absences drop the attendance grade to an F.
- Meaningful participation in class discussions and activities. Generally frequent, on-point, creative, insightful, persuasive contributions exceed expectations. Drawing out the views of other students and sharing discussion time are also positives. Attendance impacts the frequency and continuity of contributions and so may also impact this portion of the grade.
- Essay: an original, short, written, cited work exploring the application of at least two philosophies to one of a number of assigned business issues. Depending on the topic, one short essay *may* cover two competencies (or not).

#### **Class Schedule**

##### **CLASS #1**

**CONCEPTS:** Syllabus, ground rules, expectations, introductions

**READING:** None

**EXERCISES:** Introductions

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##### **CLASS # 2**

**CONCEPTS:** Business 101 and the Oldies of Business Philosophy

**READING:** Joachim, section 1

Crainer: Sections on Sun Tzu, Fayol, Machiavelli and Smith

Optional: *If I Were A **Guru***, Brandt, John, Industry Week/IW; Apr 2005, Vol. 254 Issue 4, p23-23, 1p, 1c.

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##### **CLASS # 3**

**CONCEPTS:** Method or process: Ford production lines, Scientific Management from Frederick Taylor, Ergonomics and THERBLIGS from Frank and Lillian Gilbreth, Henry Gantt, Time studies of managers from Henry Mintzberg and Sally Helgesen, Parkinson's Law, and Reengineering from James Champy and Michael Hammer

**READING:** Joachim section 2  
Crainger sections on the above philosophers  
Optional: *Lillian Gilbreth and the mental revolution at Macy's, 1925-1928.*: Graham, Laurel. *Journal of Management History*. 6, no. 7 (2000): p. 285  
Number: 115723673

**EXERCISE:** Design a reality game using what you know about motivational theory or Piecework challenge as time permits

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#### **CLASS # 4**

**CONCEPTS:** Motivation: Setting, The Hawthorn Experiments with Mayo and Roethlisberger, Maslow's Hierarchy of Needs, Herzberg's motivators and hygiene factors, Lewin's Force Field, McGregor's X and Y Theories, McClelland's need styles, cognitive theory gurus, Victor Vroom examines expectancies, Dale Carnegie and friends.

**READING:** Joachim Section Three  
Crainger sections on the philosophers above  
Optional but HIGHLY encouraged: *One More Time: How Do You Motivate Employees?* , By: Herzberg, Frederick, Harvard Business Review, 00178012, Jan 2003, Vol. 81, Issue 1

**EXERCISE:** None

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#### **CLASS # 5**

**CONCEPT:** Groups: Mary Parker Follett, Chester Barnard on goals, rules, dynamics, Herbert Simon on bounded rationality, Kurt Lewin's group research, Cyert and March on controlling groups.

**READING:** Joachim Section Four  
Crainger sections on the philosophers above  
Optional: *THE MOTHER OF THEM ALL*, By: Linden, Dana Weschler, Forbes, 00156914, 1/16/95, Vol. 155, Issue 2

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#### **CLASS # 6**

**CONCEPTS:** Leadership: Mintzberg's management minds, Looking at Lewin, McClelland and McGregor on Leadership, Likert's styles of leaders, Blake and Mouton's Managerial Grid, Bennis on managerial ages, coaching, mentoring, MBO, Emotional Intelligence and One Minute Management.

**EXERCISES:** Test your EQ

**READING:** Joachim section 5  
Crainger sections on philosophers above  
Optional: *IS YOUR BOSS A PSYCHOPATH?* (cover story), Deutschman, Alan, Fast Company; Jul 2005 Issue 96, p44-51, 8p, 1c, 12bw  
*Three Secrets of the One-Minute Manager*, Blanchard, Kenneth, *CPA Journal*, v.62, n.4, (Apr 1992), p.76 **ISSN:** 0732-8435

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#### **CLASS # 7**

**CONCEPTS:** Structure: Ford and production lines, the U form organization, the M form Organization from Chandler and Sloan, the matrix organization and beyond, the Servant Organization from Peter Drucker, The Organigraph from Henry Mintzberg , how to recognize formal and informal organizations

**EXERCISES:** Draw your organization  
Decision making where you work

**READING:** Joachim section 6  
Crainger sections on the above philosophers

Optional: *The 21st-century Organization*. Bryan, Lowell and Joyce, Claudia, McKinsey Quarterly; 2005 Issue 3, p24-33, 10p, 1c

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**CLASS # 8**

**CONCEPTS:** Strategy: Early strategy, four steps to strategy from Igor Ansoff, PPBS and control factors from Robert McNamara, delivering value, controlling cost with Michael Porter, rationalizing Business with Peter Drucker and Strategy Making from Henry Mintzberg

**READING:** Joachim, section 7  
Crainger sections on philosophers above  
Optional but highly encouraged: *The MBA Menace*. Mintzberg, Henry and Sacks, Danielle. Fast Company; Jun 2004 Issue 83, p31-32, 2p, 1 graph

**CONCEPTS:** Market and Quality  
Early days – the collapse of Ford  
The Japan problem in the 80's – the drive for quality  
Adding Value – what the customer wants  
Delivering Quality  
The three gods of US quality  
Excellence – Benchmarking – Tom Peters  
ISO

**READING:** Joachim section 7  
Crainger sections on Deming, Juran and Crosby, Peters

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**CLASS # 9**

**CONCEPTS:** Market and Quality, Setting and the collapse of Ford, the Japan problem in the 80's and the drive for quality, adding value with what the customer wants, delivering quality with Deming, Juran and Crosby, Excellence and benchmarking from Tom Peters, what is ISO certification?

**READING:** Joachim section 8  
Crainger sections on the above philosophers  
Optional: *Leadership for quality*, Deming, W Edwards. *Executive Excellence* v11n6, (Jun 1994): p.3-5 (Length: 3 pages) ISSN: 8756-2308 Number: 00875405

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**CLASS # 10**

**CONCEPTS:** The learning Organization: Profound Knowledge from W. Edwards Deming, Drucker learns to learn, Peter Argyris and action learning, the Fifth Discipline from Peter Senge

**READING:** Joachim section 9  
Crainger sections on Drucker, Argyris and Senge  
Optional: *Meeting of the minds*. Drucker, Peter. *Across the Board*, v.37, n.10, (Nov/Dec 2000), p.16 ISSN: 0147-1554

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**CLASS # 10 plus seven days**

**ASSIGNMENT:** Essay due *electronically*

## Addenda (from the SNL Syllabus Guide)

### **“DePaul University Academic Integrity Policy**

**DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.**

### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### **Protection of Human Research Participants**

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional

Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

### **For Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

### **Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### **Writing Help**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>