

MANAGEMENT AND ORGANIZATION

TEACHING STAFF RESPONSIBLE FOR THE COURSE:

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PRE-REQUISITES FOR THE COURSE

None

LEARNING OBJECTIVES

The course aims to provide undergraduate students with an exhaustive explanation of the classical principles of management and organization. In particular, based on the classical and to date internationally recognized *systemic approach* to management (e.g. Koontz, O'Donnell and Weihrich, 1980), the course is composed of the following main parts:

- **The Basis of Management**
- **Planning**
- **Organizing**
- **Staffing**
- **Leading**
- **Controlling**

Moreover, during the course a specific focus will be given to the management of innovation (please, in the second part of this document see the specific contents regarding the Innovation module taught by Prof. Anne Sigismund Huff).

TEACHING METHODS

Not only theoretical, the teaching approach is featured by a strong practitioner input through 'live' case discussions, international speakers and group presentations.

MAIN REFERENCE

Koontz, H. Weihrich, H., *Essentials of Management. An International Perspective*, McGraw-Hill Custom Publishing, 2015.

ADDITIONAL REFERENCES

Cafferata, R. (2016), Darwinist Connections between the Systemness of Social Organizations and their Evolution, *Journal of Management and Governance*, 20(1), 19-44. → **Module I**

Abatecola, G., (2012), Interpreting Corporate Crises: Towards a Co-Evolutionary Approach, *Futures*, 44(10), 860-869. → **Module II**

Abatecola, G., Mandarelli, G., Poggesi, S. (2013), The Personality Factor: How Top Management Teams Make Decisions. A Literature Review, *Journal of Management and Governance*, 17(4), 1073-1100. → **Module II**

Poggesi, S., Mari, M., De Vita, L. (2015), Family and Work-Life Balance Mechanisms. What Is their Impact on the performance of the Italian Service Firms?, *International Journal of Entrepreneurship and Innovation*, 16(1), 43-53. → **Module II**

EXAM

The exam is mainly composed of a "4 Open-ended question" *written* test (2 hours). On this premise, ATTENDING students will have the possibility to improve their final evaluation through preparing groups projects which will be discussed at the end of the course.

TEACHING EVALUATIONS

As far as every academic year is concerned, the students' satisfaction about the courses taught at the University of Rome Tor Vergata is officially collected through on-line anonymous questionnaires. On this premise, the data below summarize the yearly evaluation achieved by the course of Management and Organization.

General Management(*)	a.y. 2014/15
Are the Exam Rules Clearly Defined?	3.7
Is the Class Timetable Respected?	3.7
Are the Office Hours Respected?	3.8
Are the Lectures Interesting and Clear?	3.7
Is the Working Load Appropriate?	3.6
Are the Class Materials Appropriate?	3.6

Overall, Am I interested to this Class?	3.8
Overall, Am I Satisfied with this Class?	3.8
Overall	3.7/4

* The score can range from 1 (minimum) to 4 (maximum).

ANALYTICAL SYLLABUS - FIRST MODULE

Date	Topic	References	Lecturer
Feb, 23	Introduction to Management (Part I)	Chapter I	G. Abatecola
Feb, 24	Introduction to Management (Part II)	Chapter I	G. Abatecola
Feb, 25	The Evolution of Management Thought (Part III)	Chapter I	G. Abatecola
Mar, 1	Facebook, Amazon, Uber	Chapter I (Class Discussion)	G. Abatecola
Mar, 2	Corporate Social Responsibility	Chapter II	D. Grandic ⁽¹⁾
Mar, 3	Environment	Chapter II Cafferata (2016)	G. Abatecola
Mar, 8	Global Management (Part I)	Chapter III	G. Abatecola
Mar, 9	Global Management Culture (Part II)	Chapter III	G. Abatecola
Mar, 10	Culture - McDonald's	Chapter III (Class Discussion)	G. Abatecola
Mar, 15	Planning	Chapter IV	G. Abatecola

⁽¹⁾ Dajana Grandic successfully concluded her PhD. in Management at the University of Rome Tor Vergata in 2013. She currently works as an international consultant at FAO. Her research interests mainly lie in the fields of corporate social responsibility and sustainable development.

Mar, 16	Strategy Tools (Part I)	Chapter V	M. Cristofaro ⁽²⁾
Mar, 17	Strategy Tools (Part II)	Chapter V (Class Discussion)	M. Cristofaro
Mar, 22	Strategy - KPIs	Chapter V	S. Lombardi ⁽³⁾
Mar, 23	Strategy Tools (Part III)	Chapter V (Class Discussion)	G. Abatecola
Mar, 24	Decision Making	Chapter VI	G. Abatecola
Mar, 29	Creativity	Chapter VI	N. Kazeemargi ⁽⁴⁾
Mar, 30	The Nature of Organizing	Chapter VII	G. Abatecola
Mar, 31	Organization Structure: Departmentation	Chapter VIII	G. Abatecola

ANALYTICAL SYLLABUS - SECOND MODULE

Date	Topic	References	Lecturer
Apr, 12	Line/Staff Organizational Culture	Chapters IX/X	G. Abatecola
Apr, 13	Organizational Culture: A Focus on the Performance Appraisal System	Class Discussion	V. Uli ⁽⁵⁾
Apr, 14	Organizational Culture Volkswagen	Class Discussion	M. Cristofaro

⁽²⁾ Matteo Cristofaro is a PhD. student in Management at the University of Rome Tor Vergata. His main research interests mainly lie in the fields of decision making, strategy, and organizational evolution.

⁽³⁾ Stefano Lombardi is a Senior Manager in Accenture - Strategy, Finance & Performance Management Department.

⁽⁴⁾ Niloofar Kazemargi is a PhD. student in Management at the University of Rome Tor Vergata. Her research interests mainly lie in the fields of leadership, innovation and supply chain management.

⁽⁵⁾ Vincenzo Uli is a Post Doc scholar in Management at the University of Rome Tor Vergata. His research interests mainly lie in the fields of organizational evolution, entrepreneurship and real estate management.

Apr, 19	Human Resources Management The Personality Factor	Further Reading	G. Abatecola
Apr, 20	Human Resources Management	Chapter XI	V. Uli
Apr, 21	Female Entrepreneurship and Work-Life Balance	Further Reading	M. Mari ⁽⁶⁾
Apr, 28	Innovation	Further Readings	A. Huff
Apr., 29	Innovation	Further Readings	A. Huff
May, 3	Managing Change	Chapter XII	G. Abatecola
May, 4	Managing Change Corporate Crises	Further Reading	G. Abatecola
May, 10 (9am-1pm)	Human Factors and Motivation Leadership	Chapter XIII/XIV	N. Argi
May, 11	Control (Part I)	Chapter XV	M. Cristofaro
May, 12	Control (Part II)	Chapter XV	M. Cristofaro
May, 17	Innovation	Further Readings	A. Huff
May, 18	Innovation	Further Readings	A. Huff

⁽⁶⁾ Michela Mari is a Post Doc scholar in Management at the University of Rome Tor Vergata. Her research interests mainly lie in the fields of female entrepreneurship, service management and real estate management.

INNOVATION MODULE

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PRE-REQUISITES FOR THE MODULE

None

LEARNING OBJECTIVES

The module is designed to give undergraduate students insight into two subjects that are critical for all organizations. The first is innovation: the process by which individuals, groups, organizations, networks, industries, nations, and other purposeful entities try to improve their situation by successfully introducing new ideas and activities. While primary attention will be given to business and not-for-profit organizations, I hope that you will find that our discussions are relevant to decisions you make personally as a citizen and as a person shaping a rewarding life and career.

Lectures on innovation introduce:

- The long history of inventions and the evolutionary development of the most successful to shape today’s (and tomorrow’s) world
- Major trends in both the content and processes of innovation
- How open innovation, made possible by digital connections and social interaction, is altering innovation and organizational research and development (R&D).

My objectives are that you become more interested in innovation, more aware of the many innovations that surround you, and also recognize opportunities to contribute new ideas yourself.

The second subject of this course is communication – more specifically, ‘business’ or organizational communication that:

- Addresses a specific audience with a clear purpose
- Synthesizes factual material with citations for both text and graphic images
- Critically considers ethical implications and contextual variations
- Comes to a clear conclusion, often focusing on recommended actions.

Lectures will discuss:

- Purpose and format of business writing, especially reports and memos
- Some examples from recommended assignments outlined below.

Since writing will focus on innovation, discussion also is likely to emphasize:

- The importance of critically analyzing the complexities of innovative actions and their various effects, not all of which are positive or easily anticipated.

My objective is that you gain skill and confidence in effective research and writing.

TEACHING METHODS

The teaching approach emphasizes using material from the web, case discussions, presentation of writing and group evaluation.

MAIN REFERENCES: INNOVATION

[HTTP://WWW.THEATLANTIC.COM/MAGAZINE/ARCHIVE/2013/11/INNOVATIONS-LIST/309536/](http://www.theatlantic.com/magazine/archive/2013/11/innovations-list/309536/)

<http://www.innovationexcellence.com/blog/2014/08/13/15-examples-of-open-innovation-between-big-companies-startups/>

<http://www.slideshare.net/masscustom/frank-piller-open-innovation-customer-cocreation>

mass-customization.blogs.com/files/tseng-2010-open-manufacturing.pdf

MAIN REFERENCES: ORGANIZATIONAL WRITING

[HTTPS://HBR.ORG/2014/11/HOW-TO-IMPROVE-YOUR-BUSINESS-WRITING](https://hbr.org/2014/11/how-to-improve-your-business-writing)

[HTTP://WWW.WIKIHOW.COM/WRITE-A-BUSINESS-REPORT](http://www.wikihow.com/Write-a-Business-Report)

<http://www.wikihow.com/Write-a-Memo>

RECOMMENDED ASSIGNMENTS

Assignments are intended to increase your personal knowledge of innovation and give you experience in writing short reports and memos. They are not group efforts – you can discuss with classmates, but should write your own material. Additional credit can be gained by discussing written work in class and by making comments on assignments written by others on April 29 and May 18.

Assignment 1: Choose one innovation from *The Atlantic* reading. Write a 2-3 page report to your classmates that: a) describes the chosen innovation, b) identifies 1-2 resulting innovations, and c) considers both positive and negative consequences of this chain of events. Internet sources should be used (in moderation, this is a short report) and clearly footnoted. Provide your name and student number on the first page of the report.

Assignment 2: Write a short 2-3 page memo that relates to **one** of the open innovation topics covered on May 16 (see syllabus below). The memo should be written to the class from you (name and student number), in the professional memo style of your choice. Your memo should: a) identify a newspaper article (or other short description available on the internet) that discusses a relevant example of open innovation—this should be attached as an appendix to your memo, b) tell the class what is interesting and important about your example of open innovation, c) offer advice for innovative action to one or more actors involved in the situation, d) assess the advantages and risks posed by your advice.

ANALYTICAL SYLLABUS

Date	Topics	Assignment
April, 28	Definitions of Innovation Context and Impact of Innovation ICT – Major Innovation Driver	Assignment 1 (4 paper copies, each one stapled) Due: April 26, 9:00 AM
April, 29	Innovation Frontiers	½ page comments on 2 reports distributed April 28 Due: April 29, 9:00 AM (Bring 4 copies to class)
May, 17	The trend toward Open Innovation Open Innovation as a Corporate Strategy Inputs from Users and Customers to OI Open Manufacturing and Piracy	Assignment 2 (4 paper copies, each one stapled) Due: May 15, 9:00 AM
May, 18	Awards for Innovation	½ page comments on 2 memos distributed May 17 Due: May 18, 9:00 AM (Bring 4 copies to class)