

University of the Virgin Islands
Bachelor of Business Administration
Management Major
Approved: March 5, 2016



**BACHELOR OF BUSINESS ADMINISTRATION
MANAGEMENT MAJOR**

TO: Dr. Stephen Ratchford
Chair, UVI Curriculum Committee

FROM: Dr. Stephen Reames
Dean, School of Business

CONTACT: Dr. Gabriel Ogunmokun
Professor of Management and Marketing
School of Business

DATE: Submitted on September 22, 2015

REQUEST: The School of Business requests the approval of a new major for the Bachelor of Business Administration degree, Management Major, to begin in the Fall 2016 Semester.

JUSTIFICATION (RATIONALE):

The current BA in Business Administration has a concentration in Management which does not meet current standards or market demand for business school under-graduate degrees in Management. The concentration in the BA has only four unique courses constituting a total of twelve credit hours in the Management area. Four courses do not provide adequate coverage of the management field and results in students who are under-prepared for the market place in this area of specialization. The new BBA format created a number of years ago in the School of Business is a preferred format for business degrees because it allows more curriculum space for the area of specialization. Under the BBA format there is room for a total of ten courses in the area of specialization, two of which may be electives to provide students the opportunity to explore other disciplines. For this reason this proposal is to create a new BBA Management Major that will ultimately replace the current BA in Management concentration. The school of Business anticipates suspending enrollment in the BA Management concentration program in the fall of 2016. We have created four new courses which will supplement the current offerings. These new courses will not only provide our students with an in-depth knowledge of the discipline but will also assist them to work towards becoming professional members of the Chartered Institute of Management Consultants (CIMC).

ACADEMIC DEPARTMENT OR AREA FACULTY APPROVAL: The Department of Management, Marketing, and Management Science faculty approved this proposal on September 14, 2015 by a vote of 6-0-0.

SCHOOL APPROVAL: The School of Business approved this proposal on September 23, 2015 by a vote of 14-1-1.

ADDITIONAL DISCUSSION:

The relevance of any program is determined by whether or not there is a demand for the program. The School of Business is currently offering an accredited BA degree with concentrations in Accounting, Finance, Information Systems, Management and Marketing. However according to the October 2015 Job Outlook, a **Major** in Business Administration/Management is among the top ten degree programs that are in demand in the US. See Figure 1: Top degrees in demand (Bachelor's degree level).

Figure 1: Top degrees in demand (bachelor's degree level)

Major	% of Total Respondents That Will Hire
Finance	57.4%
Accounting	56.1%
Computer Science	53.8%
Mechanical Engineering	52.0%
Business Administration/Mgmt.	47.5%
Electrical Engineering	46.6%
Information Sciences & Systems	45.3%
Marketing	41.7%
Logistics/Supply Chain	40.8%
Management Information Systems	39.0%

Source: *Job Outlook 2015*, National Association of Colleges and Employers

<https://www.nacweb.org/s01212015/job-outlook-majors-in-demand.aspx?land-surv-lp-3-spot-jomdm-02202015>

According to the NACE survey, *“Take employers looking to hire graduates with a bachelor’s degree. Here, business-related majors comprise six of the 10 most in-demand degrees, including finance (57.4%), accounting (56.1%), business administration and management (47.5%), marketing (41.7%), supply chain management (39%), and management information systems (39%)”.*

<http://poetsandquantsforundergrads.com/2014/11/19/business-majors-in-demand-for-2015-study/>

REQUIRED RESOURCES: Currently there is a funded opening for a new management professor. With this additional resource the BBA Major in Management can be delivered without scheduling issues or faculty over-loads.

CORE REQUIREMENTS:

Students enrolled in the BBA in Management will complete the following MGT courses. MGT courses are divided into a 24-credit core required for all students and 6-credits from elective courses selected by the student and his/her academic advisor.

The MGT core courses are listed below:

MGT 213	Small Business Management	3
MGT 410	Labor-Management Relations	3
MGT 429	Organizational Behavior	3
MGT 434	Public Policy Toward Business	3
MGT 436*	International Business Management	3
MGT 437*	Emotional Intelligence	3
MGT 438*	Human Resource Planning	3
MGT 439*	Organizational Change and Development	3

Of these core courses only 4 are new courses as designated with an *
MGT elective courses are designed to allow students pursuing the Management Major to broaden their experience and/or pursue a Minor.

ELECTIVES: 6 credits

If selected from within the school of business the electives may include any 300 or 400 level course or any course used in pursuit of a minor. The electives may not include courses which are part of general education or GBE requirements in the BA or BBA degree.

If selected from outside the school of business the electives may include any course except courses which are part of the general education requirements for the BA or BS degree.

SUMMARY OF REQUIREMENTS:

General Education	43-44
General Business Education	48
Required MGT Major Courses	24
Electives	6
Other Requirements (Physical Education)	2
Total Credit Hours	123-124

NEW COURSE REQUEST

TO: Dr. Stephen Ratchford
Chair, UVI Curriculum Committee

FROM: Dr. Stephen Reames
Dean, School of Business

CONTACT: Dr. Gabriel Ogunmokun
Professor of Management and Marketing
School of Business

DATE: Submitted on September 22, 2015

REQUEST: The School of Business requests the approval of a new course entitled, INTERNATIONAL BUSINESS MANAGEMENT (MGT 436).

JUSTIFICATION (RATIONALE): Students who complete a four year BBA degree should have at least one course in international business. There are numerous considerations when operating a business or e-business in a global context such as cultural, ethical, and strategic behaviors. Our students need more in-depth coverage of these issues which this course will provide. Currently we do not have an international business course in our management curriculum at the undergraduate level. This course will provide our students with the necessary background in management issues related to operating a business in a global context.

APPROVALS: The School of Business voted on this entire proposal as a single proposal since all parts of the proposal interdependent. The Vote for this course is the same as that for the entire proposal.

ADDITIONAL DISCUSSION: The addition of this course does not impact physical facilities, financial or human resources except as indicated under "REQUIRED RESOURCES" below.

REQUIRED RESOURCES: Currently there is a funded opening for a new management professor. With this additional resource the BBA Major in Management can be delivered without scheduling issues or faculty over-loads.

ANY IMPLICATIONS FOR THE GENERAL EDUCATION REQUIREMENTS: NONE

SECTION 2: COURSE SYLLABUS

TITLE OF THE COURSE: MGT 436* International Business Management

COURSE DESCRIPTION: The purpose of this course is to examine the principles, theories and concepts of international business management. The course will cover foreign market potential assessment, analysis of country risk, international business planning process, methods of entering foreign markets, export and import procedures, human resource management and marketing in international business operations, the training of personnel for foreign assignments, compensation of expatriate managers, personal adjustment to living abroad, and financial management in international business operations.

PRE-REQUISITES/ADMISSION REQUIREMENTS: MGT 301, MGT 213, MKT 301 and MKT 422

CO-REQUISITES: None.

COURSE OVERVIEW: The competence needed in international business is broader than what is required for domestic business. In order to prepare students for conducting business beyond the local environment an understanding of international business management issues is critical. The course will examine the principles, theories and concepts of international business management. It will cover foreign market potential assessment, analysis of country risk, international business planning process, methods of entering foreign markets, export and import procedures, human resource management and marketing in international business operations, the training of personnel for foreign assignments, compensation of expatriate managers, personal adjustment to living abroad, and financial management in international business operations.. The course will also expose students to contemporary issues and research as well as case studies pertaining to international business management.

COURSE SESSIONS:

The course will consist of two weekly sessions of 1hr 15 minutes per session during the semester.

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

- Evaluate the scope and challenges of international business and the differences between international business and domestic business;
- Discuss the influence that a country's political, legal, cultural and economic environment has on international business;
- Evaluate critical factors that should be analyzed in international business research;
- Evaluate the key environmental variables that should be used for determining the size and nature of a foreign market;
- Evaluate the various market entry modes for doing business in foreign countries;
- Evaluate the major methods for assessing and reducing political vulnerability in international business;

- Analyze the key factors that should be taken into account when assessing the social, economic, legal, political and technological environment of foreign markets;
- Analyze the key information sources for conducting international business research;
- Formulate an international business plan that covers human resource management plan marketing plan, financial management plan and operations/production management plan;
- Evaluate the various negotiation methods in international business;
- Apply theories, concepts and models covered in the course to case studies.

CONTENT (TOPIC) OUTLINE

- The Scope and Challenge of International Business
- Economic Environment of International Business
- Political and Legal Environment of International Business
- International Business Research and Intelligence
- Planning for International Business Operations
- Marketing Management in International Business Operations
- Methods of Entering Foreign Markets for International Business Operations
- Human Resource Management for International Business Operations
- Financial Management for International Business Operations
- Management and Negotiations Approaches for International Business Operations

TEACHING AND LEARNING METHODS: Teaching and learning methods will include lectures, tutorials/workshops, case studies, discussions, videos, and group activities.

STUDENT RESPONSIBILITIES: Students will assume responsibility to participate in all the lectures, class discussions and complete the assigned projects and examinations.

METHOD OF EVALUATION: Participants will be evaluated through assignments, projects, examinations, and active class participation. The breakdown of the assessment marks will be as follows:

Project Assignments and Presentation	40 %
Active Class Participation	10 %
Examination 1	20 %
Examination 2	30 %
TOTAL	100 %

GRADING: This will be based on the UVI grading system stated in the UVI Catalog. For

example see UVI Catalog 2014-2016, p. 53.

REQUIRED TEXT BOOK: John J. Wild and Kenneth L. Wild, International Business: The Challenges of Globalization, Prentice-Hall.

BIBLIOGRAPHY - READING LIST

John Daniels and Lee H. Radebaugh, "International Business: Environments and Operations", Addison-Wesley Publishing Company, latest edition.

Rugman Lecraw, and Booth," International Business: Firm and Environment" McGraw-Hill, latest edition.

Journal of International Business.

Journal of Management and World Business Research

YouTube Videos

NEW COURSE REQUEST

TO: Dr. Stephen Ratchford
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FROM: Dr. Stephen Reames
Dean, School of Business

CONTACT: Dr. Gabriel Ogunmokun
Professor of Management and Marketing
School of Business

DATE: Submitted on September 22, 2015

REQUEST The School of Business requests the approval of a new course entitled, EMOTIONAL INTELLIGENCE (MGT 437).

JUSTIFICATION (RATIONALE): Over the last twenty years Emotional Intelligence (EI) has become a critical skill set for managers. All managers need to understand and be able to apply the EI concepts to modern day management challenges. Managers – manage people and people are emotionally complex and understanding the dimensions of EI prepares managers to recognize and build EI into the organizational environment. Forbes article quote “Emotional intelligence is the ability to identify, understand, use, manage and control emotions. This not only comprises our own emotions but also those of others, including their motivations and desires.

<http://www.forbes.com/sites/avidlarizadeh/2013/07/08/forget-business-school-why-an-emotional-education-is-indispensible/>

APPROVALS: The School of Business voted on this entire proposal as a single proposal since all parts of the proposal interdependent. The Vote for this course is the same as that for the entire proposal.

ADDITIONAL DISCUSSION: The addition of this course does not impact physical facilities, financial or human resources except as indicated under “REQUIRED RESOURCES” below.

REQUIRED RESOURCES: Currently there is a funded opening for a new management professor. With this additional resource the BBA Major in Management can be delivered without scheduling issues or faculty over-loads.

ANY IMPLICATIONS FOR THE GENERAL EDUCATION REQUIREMENTS: NONE

SECTION 2: COURSE SYLLABUS

TITLE OF THE COURSE: MGT 437* Emotional Intelligence

COURSE DESCRIPTION: This course will engage students to study, learn, and apply the emerging science of emotional intelligence (EI). Students will compare, contrast and critique various EI-themed research literatures, concepts, knowledge, skills, assessments and applications. The course will also challenge students to critique the various EI definitions, emergent and divergent themes and issues in the literatures, conceptual and methodological problems. This course will engage students to apply and reflect upon some of the EI assessment methods and practical hand-on EI activities and exercises. Finally, the course will survey many of the strategies and leadership approaches that enable leaders to manage others to develop and sustain EI organizational cultures.

Prerequisite: NONE

COURSE OVERVIEW: This course will expose students to the theory, measurement and application of emotional intelligence. The course will present to students the current concepts, assessment and applications of emotional intelligence established by theoretical and practitioner literature. Students will learn: the dominant emergent, convergent and divergent themes in the EI literature; contrasting approaches to defining and measuring EI and several organizational case studies of deploying EI to improve their workplaces and organizational cultures.

COURSE SESSIONS:

The course will consist of two weekly sessions of 1hr 15 minutes per session during the semester.

Required Textbook: What We Know About Emotional Intelligence Moshe Zeidner, Gerald Matthews, and Richard D. Roberts The MIT Press

ADDITIONAL LEARNING RESOURCES:

Published Academic and Secular EI Literature – This course requires students to critique theoretical and practitioner literatures. Therefore, several EI research journal articles and practitioner articles will be used.

YouTube Videos – Some YouTube videos will be used to illustrate, explain and discuss various EI topics. Students are required to view these YouTube videos. Some videos will be informational. Assignments will be linked to other YouTube videos. When given, your assignment must be submitted electronically by the beginning of upcoming class day. Your YouTube videos and related assignments will be posted on BlackBoard in sufficient time to be completed by due date.

COURSE LEARNING OBJECTIVES: Upon completing this course, the student will be able to:

1. Critique the various EI definitions, emergent and divergent themes and issues in the literatures, conceptual and methodological problems;

2. Apply and reflect upon some of the EI assessment methods and practical hand-on EI activities and exercises
3. Reflect upon some of the EI assessment methods and practical hand-on EI activities and exercises.
4. Survey many of the strategies and leadership approaches that enable leaders to manage others to develop and sustain EI organizational cultures.
5. Students will assess their own levels of EI through the use of an empirically-validated EI measurement instrument.

CONTENT (TOPIC) OUTLINE: Major content areas (sub-topics as appropriate) to be covered in the course.

- What Are Emotions?
- What Is Emotional Intelligence?
- Approaches To Defining Emotional Intelligence?
- Emotional Intelligence Theoretical Themes And Perspectives
- Emotional Intelligence Measurements and Assessment Instruments
- Emotional Intelligence Applications In The Workplace
- Case Studies On Emotional Intelligence Intervention and Leadership Strategies
- Emotional Intelligence Experiential Learning Activities and Exercises

TEACHING AND LEARNING METHODS: Primary teaching modality is a combination of lecture, Active Learning in-class assignments, and in-class open discussion. Lecture content approximately 40%, class-room exercises 35%, and class-room open discussion 25%.

STUDENT RESPONSIBILITIES:

- a) All assignments must be read before coming to class.
- b) Attendance is required.
- c) Late cases and homework will be downgraded.

METHOD OF EVALUATION:

Exams I & II (20% each)	40%
Homework Assignments & Cases	30%
Active Learning In-Class Team Assignments	15%
Final Individual Project	10%
Active Class Participation & Engagement	5%

LIBRARY RESOURCES: None required at this time.

REQUIRED TEXTBOOK(S): What We Know About Emotional Intelligence Moshe Zeidner, Gerald Matthews, and Richard D. Roberts The MIT Press

BIBLIOGRAPHY – READING LIST: No additional items at this time.

NEW COURSE REQUEST

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Dean, School of Business

CONTACT: Dr. Gabriel Ogunmokun
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School of Business

DATE: Submitted on September 22, 2015

REQUEST: The School of Business requests the approval of a new course entitled, HUMAN RESOURCE PLANNING (MGT 438).

JUSTIFICATION (RATIONALE): All managers need a good understanding of human resource management since they are the frontline of the HR department in any organization. Managers can un-knowingly expose the organization to serious legal liabilities based on their actions or inactions with employees under their care. While we have an introductory course in Human Resource management in the BBA core (MGT 342) this second course will provide our students with a deeper understanding of the topic especially as it relates to human resource planning.

APPROVALS: The School of Business voted on this entire proposal as a single proposal since all parts of the proposal interdependent. The Vote for this course is the same as that for the entire proposal.

ADDITIONAL DISCUSSION: The addition of this course does not impact physical facilities, financial or human resources except as indicated under "REQUIRED RESOURCES" below.

REQUIRED RESOURCES: Currently there is a funded opening for a new management professor. With this additional resource the BBA Major in Management can be delivered without scheduling issues or faculty over-loads.

ANY IMPLICATIONS FOR THE GENERAL EDUCATION REQUIREMENTS: NONE

SECTION 2: COURSE SYLLABUS (include one for each new course)

TITLE OF THE COURSE: MGT 438* Human Resource Planning

COURSE DESCRIPTION:

This course is designed to examine the procedure and the techniques for designing human resource strategy and planning. The course will cover the human resource

planning process, human resource planning objectives, prerequisites for successful human resource planning, human resource information systems, human resource inventory and forecasting, analysis of internal and external human resource supply, and measurement of labor turnover. The course will also address indicators of efficiency, productivity measurement, human resource cost ratios, human resource policies, succession planning, identification of training needs and effectiveness, and forecasting human resource costs.

PRE-REQUISITES/ADMISSION REQUIREMENTS: BUS 112, MGT 301 and MGT 342

CO-REQUISITES: None.

COURSE OVERVIEW: To have adequate human resources necessary for meeting the strategic goals of an organization, management must develop a systematic human resource plan that will deliver the right people with the right skills at the right time to the organization. This course will cover the procedure and the techniques for formulating a strategic human resource plan. It will also cover human resource planning objectives, prerequisites for successful human resource planning, human resource information systems, human resource inventory and forecasting, analysis of internal and external human resource supply, and measurement of labor turnover. It will also address indicators of efficiency, productivity measurement, human resource cost ratios, human resource policies, succession planning, identification of training needs and effectiveness, and forecasting human resource costs. The course will also expose students to contemporary issues and research in the area of human resource planning.

COURSE SESSIONS:

The course will consist of two weekly sessions of 1hr 15 minutes per session during the semester.

COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

- Discuss and analyze the theories and objectives of human resource planning and forecasting
- Forecast and analyze human resource requirements and supply
- Evaluate training needs and assess training effectiveness
- Evaluate and control human resource costs
- Design a strategic human resource plan
- Know how to measure and improve productivity
- Know how to measure employee turnover
- Know how to prepare a succession plan
- Apply theories, concepts and models covered in the course to case studies

CONTENT (TOPIC) OUTLINE

- The Role of Human Resource Planning and Forecasting
- Strategic Human Resource Planning Process
- Human Resource Information System
- Assessment of Internal and External Human Resource Supply of Labor
- Measurement of Labor Turnover
- Methods for Identifying Human Resource Training Needs
- Human Resource Forecasting Methods
- Methods for Determining and Planning the Flows of Human Resources
- Productivity Measurement and Improvement
- Succession Planning
- Human Resources Evaluation and Auditing
- Methods for Controlling Human Resource Costs

TEACHING AND LEARNING METHODS: Teaching and learning methods will include lectures, tutorials/workshops, case studies, discussions, videos, and group activities.

STUDENT RESPONSIBILITIES: Students will assume responsibility to participate in all the lectures, class discussions and complete the assigned projects and examinations.

METHOD OF EVALUATION: Participants will be evaluated through assignments, projects, examinations, and active class participation. The breakdown of the assessment marks will be as follows:

Project Assignments and Presentation	40 %
Active Class Participation	10 %
Examination 1	20 %
Examination 2	30 %
TOTAL	100 %

GRADING: This will be based on the UVI grading system stated in the UVI Catalog. For example see UVI Catalog 2014-2016, p. 53.

REQUIRED TEXT BOOK: Monica Belcourt and Ken Mcbey, "Strategic Human Resources Planning", Nelson College Indigenous, latest edition.

BIBLIOGRAPHY - READING LIST:

Donald W. Jarrell, "Human Resource Planning: A Business Planning Approach" Prentice Hall, latest edition.

James W. Walker, "Human Resource Strategy" McGraw-Hill Company, latest edition.

Malcolm Bennis and Jonathan Casson, "The Human Resource Planning Handbook" McGraw-Hill Company, latest edition.

U.S. Department of Labor, "Handbook for job analysis." Washington, DC: U.S. Government Printing Office, latest edition.

Journal of the Human Resource Planning and Society

YouTube Videos

NEW COURSE REQUEST

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FROM: Dr. Stephen Reames
Dean, School of Business

CONTACT: Dr. Gabriel Ogunmokun
Professor of Management and Marketing
School of Business

DATE: Submitted on September 22, 2015

REQUEST: The School of Business requests the approval of a new course entitled, ORGANIZATIONAL CHANGE AND DEVELOPMENT (MGT 439).

JUSTIFICATION (RATIONALE): Organization change and development is one of two areas related to the overall organizational behavior / organizational development field (OB/OD). In the BBA program students will need course work in both these areas to round out their management education. Currently only the OB side is covered. While the subject titles are close, OB and OD deal with very different aspects of the organization. Organizational change and development is focused on managing change which is ever present in our modern business environment. The new BBA in management will use the existing MGT 429 OB class along with this new course MGT 439 ODC to prepare UVI students for a successful career in management.

APPROVALS: The School of Business voted on this entire proposal as a single proposal since all parts of the proposal interdependent. The Vote for this course is the same as that for the entire proposal.

ADDITIONAL DISCUSSION: The addition of this course does not impact physical facilities, financial or human resources except as indicated under "REQUIRED RESOURCES" below.

REQUIRED RESOURCES: Currently there is a funded opening for a new management professor. With this additional resource the BBA Major in Management can be delivered without scheduling issues or faculty over-loads.

ANY IMPLICATIONS FOR THE GENERAL EDUCATION REQUIREMENTS: NONE

SECTION 2: COURSE SYLLABUS

TITLE OF THE COURSE: MGT 439*: Organizational Change and Development

COURSE DESCRIPTION: Upon completion of course, students should gain a thorough understanding of the organization's ability to assess its current functioning and ability to achieve goals. Organization development is a system wide application of behavioral science to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness. Students should gain the ability to implement tools of intervention to effectively bring about major change in a way that gains support of organization members.

PRE-REQUISITES: Senior Standing and ACC 202 or HRM 234, MKT 301, MGT 301, BUS 436, and DSC 430 (F, S).

COURSE OVERVIEW:

This course will examine planned change in organizations including diagnosis of the organization and implementation of organizational development interventions. Students will understand the roles of organizational leaders in creating systematic change when solving organizational problems and assess the impact of organization changes towards improving productivity and employee satisfaction. The course will cover emerging topics such as organization development, organization change, concept of planned change, internal and external factors of change, skills of change agents, resistance to change, models of change and process of organizational development. Organization change and development is a body of knowledge and practices that enhance organizational performance and individual development by increasing alignment among the various systems within the overall organization. This course will enable students to correctly use concepts related to organizational development, articulate and discuss the process of change management, with particular attention to the logic behind the stages of the change process, to interact with, analyze, and report on an organization that is currently managing a change process in the workplace, and discuss the history, main concepts, and theories of the field of organization development.

COURSE SESSIONS:

The course will consist of two weekly session spanning one hour and fifteen minutes

Course Requirements

Course evaluation will be based on a number of different elements described briefly below.

COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

- To articulate and discuss the history, main concepts, and theories of the field of Organization Development
- To experience the emotions and dynamics of change, resistance to change and articulate the reasons behind such dynamics
- To articulate and discuss the process of Change Management with particular attention to the logic behind the stages of the process
- To interact with, analyze, and report on an organization that is currently managing a change process in the workplace

CONTENT (TOPIC) OUTLINE:

- Nature of planned change
- Diagnosing organizations
- Collecting and analysing information
- Designing interventions
- Organizational culture
- Internal and external change agents
- Individual change
- Group and team development
- High performing teams
- Barriers to change
- The learning organization
- Leading & managing change
- Evaluating and institutionalizing OD
- Interpersonal group processes
- Organization process approaches
- Restructuring organizations
- Employee involvement
- Organization transformation and renewal
- Organizational development in global settings
- Strategic change
- Current issues in change management

TEACHING AND LEARNING METHODS:

This course is taught mainly in traditional classroom mode supplemented by occasional online activities and materials. There will be a number of individual activities and group exercises that will be evaluated as participation. Learning strategies will be student focused, using both self-directed and group interaction. So far as possible students are expected and encouraged to apply their own professional experiences and perspectives to support and reinforce class material. Students are expected to be familiar with the textbook material as assigned and to keep up with the schedule of readings. Not all topics in each textbook chapter will be covered in class lectures or discussions due to time limitations. Students are individually responsible for becoming familiar with all assigned materials.

STUDENT RESPONSIBILITIES:

Examples of behaviors that contribute to a high mark in class participation are:

- Active and interested involvement in classroom case discussions
- Helpful and effective responses to questions and issues raised in class
- Contributions that help the learning of other students and the class as a whole.
- Contributions that demonstrate good preparation for class and mastery of course material
- Active participation in class activities when requested.

Behaviors that will result in significant loss of participation marks include (but are not limited to):

- Obvious lack of preparation for class
- Regularly arriving late to class (and/or leaving early)
- Consistently failing to be involved in class room discussions and activities
- Needless surfing of the Internet, instant or text messaging
- Disrespect for contributions made by other students
- Disruptive and distractive behaviours (e.g. side conversations and rudeness)
- Evident lack of preparation for class and classroom activities
- Failing to assist the instructor in maintaining a positive learning atmosphere in class

METHOD OF EVALUATION: Grading Policy

The work performed for this course is weighted as follows:

30% - Reflections on OD Journal and Paper (10% journal, 20% reflections paper)

10% - Active Class Participation

50% - Case Studies (5= 3 written, 2 discussion).

10% - Group Participation

Grading

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

Grading components are assigned weights based upon the work required of the participant and the importance to the course. A letter grade will be deducted for each day an assignment is late.

REQUIRED TEXTBOOK: Thomas Cummings, “Christopher Worley Organization Development and Change”, Cengage Learning, latest edition.

BIBLIOGRAPHY – READING LIST:

Recommended additional readings:

1. Newspapers and journals –either take a subscription or access online through the library –Wall Street Journal, Bloomberg Business Week and the Economist.
2. <http://www.apastyle.org/apa-style-help.aspx> for guidance by the APA on citing and using electronic and other reference formats
3. Reference Book: French, Wendell, Cecil Bell and Robert A. Zawacki. Organization Development and Transformation: Managing Effective Change, McGraw Hill, latest edition.
4. Brown, D.R., An Experiential Approach to Organizational Development, latest edition.

CATALOG CHANGES:

Insert the following new Major on page 132 after the Information Systems and Technology Major.

Management Major

A. Students enrolled in the BBA in Management will complete the following MGT courses.

	Credits
MGT 213 Small Business Management	3
MGT 410 Labor-Management Relations	3
MGT 429 Organizational Behavior	3
MGT 434 Public Policy Toward Business	3
MGT 436 International Business Management	3
MGT 437 Emotional Intelligence	3
MGT 438 Human Resource Planning	3
MGT 439 Organizational Change and Development	3

B. Elective Courses in the Management Major 6 credits

If selected from within the school of business the electives may include any 300 or 400 level course or any course used in pursuit of a minor. The electives may not include courses which are part of general education or GBE requirements in the BA or BBA degree.

If selected from outside the school of business the electives may include any course except courses which are part of the general education requirements for the BA or BS degree.

C. Summary of requirements for the Management Major

General Education	43-44
General Business Education	48
Required MGT Major Courses	24
Electives	6
Other Requirements (Physical Education)	2
Total Credit Hours	123-124

Insert the following new major on page 10 of the 2014-2016 Catalog under the heading Bachelor of Business Administration Degree

Management Major

Insert the following new major on page 130 of the 2014-2015 Catalog under the heading Degree Majors and Programs – B.B.A. Degree

Management Major – Albert A. Scheen campus, St Croix and St. Thomas campus

Insert the following 4 new courses on page 203 of the 2014-2015 Catalog

MGT 436 International Business Management

The course is designed to examine the principles, theories and concepts of international business management. The course will cover foreign market potential assessment, analysis of country risk, international business planning process, methods of entering foreign markets, export and import procedures, human resource management and marketing in international business operations, the training of personnel for foreign assignments, compensation of expatriate managers, personal adjustment to living abroad, and financial management in international business operations. Participants will also learn how to apply theories, concepts and models covered in the course to case studies. (offered in Fall or Spring, please check course sequence). Pre-requisites: MGT 301, MGT 213, MKT 301 and MKT 422.

3 Credits

MGT 437 Emotional Intelligence

This course will engage students to study, learn, and apply the emerging science of emotional intelligence (EI). Students will compare, contrast and critique various EI-themed research literatures, concepts, knowledge, skills, assessments and applications. The course will also challenge students to critique the various EI definitions, emergent and divergent themes and issues in the literatures, conceptual and methodological problems. This course will engage students to apply and reflect upon some of the EI assessment methods and practical hand-on EI activities and exercises. Finally, the course will survey many of the strategies and leadership approaches that enable leaders to manage others to develop and sustain EI organizational cultures. (offered in Fall or Spring, please check course sequence). Pre-requisites: None.

3 Credits

MGT 438 Human Resource Planning

This course is designed to focus on human resource planning and forecasting from strategic planning and decision making perspectives. It will equip participants with vital knowledge and skills necessary for human resource planning and forecasting in local and global business environments. The course will also address indicators of efficiency, productivity measurement, human resource cost ratios, human resource policies, succession planning, identification of training needs and effectiveness, and forecasting of human resource costs. Participants will also learn how to apply theories, concepts and models covered in the course to case studies. (offered in Fall or Spring, please check course sequence). Pre-requisites: BUS 112, MGT 301 and MGT 342

3 Credits

MGT 439: Organizational Change and Development

Upon completion of course, students should gain a thorough understanding of the organization's ability to assess its current functioning and ability to achieve goals.

Organization development is a system wide application of behavioral science to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness. Students should gain the ability to implement tools of intervention to effectively bring about major change in a way that gains support of organization members. (offered in Fall or Spring, please check course sequence). Pre-requisites: ACC 202 or HRM 234, MKT 301, MGT 301, BUS 436, and DSC 430.

3 Credits