《管理学》（全英）课程教学大纲

一、课程基本信息

课程代码： 18220743
课程名称： 管理学
英文名称： Management
课程类别： Compulsory
学时： 48
学分： 3
适用对象：Major in Business of Administration
考核方式：Closed book
先修课程：N/A

二、课程简介

The course Management (English) aims to give a comprehensive introduction to management and arouse students' thinking about today's management problems. The course will systematically expound the four basic aspects of management---planning, organizing, leading and controlling, and try to apply the learned theories to case analysis under the guidance of teachers. At the end of the course, students should master the basic concepts and principles in this field, and be able to analyze the problems in the management field from a professional point of view.

This course also lays the foundation for the students to follow up related courses, such as Strategic Management, Human Resource Management, E-commerce, Organizational Behavior and so on. By using English textbooks and English as teaching language, students are expected to have a higher level of English competence after the course.

三、课程性质与教学目的

1. The nature of the course:

This course is a compulsory course for business administration. The basic principles, basic methods and general rules of management are taught, and the basic management quality and management ability of the students are trained, and a good foundation is laid for the construction of the comprehensive knowledge structure of the students and for the future professional practices. The curriculum aims to enable students to understand and master the basic principles, basic methods and general rules of management, and to enhance the basic knowledge and professional competence of the students.

2. Teaching purposes:

Through the study of this course, four teaching purposes can be achieved:

(1) Construction of management knowledge system: enable students to master the basic concepts and principles of management, be familiar with various management theories, and establish a management knowledge system.

(2) Improvement of related skills: enable students to think and analyze the management phenomena in today's business environment by using the related concepts, principles, theories and other knowledge they have learned, and develop their innovation mindset.

(3) Improvement of English listening, speaking, reading and writing ability: As this course is an all-English teaching mode, it will provide corresponding English learning environment and materials to improve students' English competence.

(4) Enable students to comprehensively and objectively understand contemporary China, size up the outside world, be good at distinguishing right from wrong with a critical eye, and form the viewpoint and method of observing and understanding contemporary world and contemporary China. Through the study of this course, we can cultivate students' humanistic feelings and sense of family and country, understand our country's profound history and culture and great decision-makers, so that they can uphold the socialist core values when making management decisions, adhere to the priority of social benefits instead of maximizing personal interests, so as to cultivate qualified talents for the society.

四、教学内容及要求

Chapter 1 Foundations of management and organization

（一） Objectives and requirements

1. Through the study of this chapter, students can have a preliminary understanding of management and understand the basic concepts of management.
2. Understand why managers are important to organizations.
3. Understand the functions, roles, and skills of managers.
4. Explain the value of studying management.

（二） Contents:

Section 1: Who Are Managers and Where Do They Work

1. Main contents

The definition of management and manager; the characteristics of management;

the characteristics of effective managers and successful managers; Levels of Management; the scientific and artistic nature of management; the definition of organization.

2. Basic concepts and knowledge points

The characteristics of managers and managers, the characteristics of effective managers and successful managers, and the quality of management: the scientific and artistic nature of management; managerial level; first-line managers; middle managers; top managers; organization.

3. Problems and Applications (ability requirements)

1. Why is management getting more and more attention since twenty-first Century?

2. Try to take an enterprise as an example to analyze the importance of management.

Section 2: The functions, roles, and skills of managers

1. Main contents: The definition of management, efficiency, effectiveness; management Functions; Mintzberg's managerial roles and a contemporary model of managing; management skills

2. Basic concepts and knowledge points: management; efficiency; effectiveness; planning; organizing; leading; controlling; managerial roles; interpersonal roles; informational roles; technical skills; human skills; conceptual skills. 3. Problems and Applications (ability requirements) 1) What is conceptual skill, show some cases?

2) Try to take an enterprise as an example to analyze the managerial levels.

Section 3 the factors that are reshaping and redefining the manager's job.

1. Main contents: managers are dealing with global economic and political uncertainties, changing workplaces, ethical issues, security threats, and changing technology. The changes Facing Managers. Importance of customers to the manager's Job.

2. Basic concepts and knowledge points: Changing technology; managerial ethics; Increased Competitiveness; Security Threats; social media; Sustainability.

3. Problems and Applications (ability requirements)

1) What is sustainability, how to make an organization sustainable?

2) To show some cases to demonstrate the effect of changing technology to management.

（三） Reflection and practice

1. Briefly describe the main features of modern management.

2. To give an example of the importance of management.

3. In today's environment, which is more important to organizations—efficiency or effectiveness? Explain your choice.

（四） Teaching methods and tools

The main teaching methods in this chapter are lecture and multimedia, discussion.

Chapter 2 The history of management approach

(一) Objectives and requirements

1. Through the study of this chapter, students can have a preliminary understanding of the history of management theory.
2. Understand the various theories in the classical approach.
3. Understand the development and uses of the behavioral approach, the quantitative approach
4. Understand the various theories in the contemporary approach.
5. **Get to know some great leaders in Chinese history.**

（二） Contents:

Section 1: Early management

1. Main contents

Management has been practiced a long time; division of labor (or job specialization); industrial revolution; Major Approaches to Management

2. Basic concepts and knowledge points division of labor; industrial revolution.

3. Problems and Applications (ability requirements)
    1) Explain why studying management history is important?
    2) What early evidence of management practice can you describe?

Section 2: Classical approach

1. Main contents: The contents of scientific management; Taylor's scientific management principles; general administrative theory; Fayol's 14 principles of management.

2. Basic concepts and knowledge points: classical approach; scientific management; Taylor's scientific management principles; principles of management; bureaucracy.

3. Problems and Applications (ability requirements)
    1) What is the content of scientific management?
    2) How do you think of the classical management theory?

Section 3 Behavioral approach and quantitative approach.

1. Main contents: The early OB advocates, The Hawthorne Studies leading to a new emphasis on the human behavior factor in managing; people's behavior and attitudes are closely related, that group factors significantly affect individual behavior, that group standards establish individual worker output, and that money is less a factor in determining output than group standards, group attitudes, and security Quantitative approach.

2. Basic concepts and knowledge points: organizational behavior; Hawthorne Studies; social person; social norms; total quality management.

3. Problems and Applications (ability requirements)

   1) What did the early advocates of OB contribute to our understanding of management?

   2) Why were the Hawthorne Studies so critical to management history?

   3) Describe total quality management.

Section 4: Classical approach

1. Main contents: The contents of scientific management; Taylor's scientific management principles; general administrative theory; Fayol's 14 principles of management.

2. Basic concepts and knowledge points: classical approach; scientific management; Taylor's scientific management principles; principles of management; bureaucracy.

3. Problems and Applications (ability requirements)

   1) What is the content of scientific management?

   2) How do you think of the classical management theory?

Section 4 Theories in the contemporary approach.

1. Main contents: The systems approach. In this way, managers can recognize that organizations are not self-contained, but instead rely on their environment for essential inputs and as outlets to absorb their outputs; The contingency approach; Popular Contingency Variables.

2. Basic concepts and knowledge points: system; closed-system; open-system; contingency approach; Popular Contingency Variables.

3. Problems and Applications (ability requirements)

   1) How do systems theory and the contingency approach make managers better at what they do?

   2) How do societal trends influence the practice of management?

   3) What are the implications for someone studying management?

（三） Reflection and practice

1. Briefly describe the main features of modern management.

2. To give an example of the importance of management.

3. **To discuss one of the great leaders in Chinese history.**

（四） Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 3　Decision making

（一) Objectives and requirements

1. Master the decision-making process and the main types of decision making.
2. flexibly apply the process of making decision to practice
3. To lay the foundation for organizing the decision-making work well.
4. **Through the analysis of decision-making environment and decision-making objectives, the importance of social stability in China is reflected.**

（二） Contents:

Section 1: the decision-making process

1. Main contents: Decision; Making a choice from two or more alternatives. The Decision-Making Process: Identifying a problem and decision criteria and allocating weights to the criteria. Developing, analyzing, and selecting an alternative that can resolve the problem. Implementing the selected alternative. Evaluating the decision's effectiveness.
2. Basic concepts and knowledge points: Decision; decision making process; alternatives providing; decision criterion, the evaluation of decision making.
3. Problems and Applications (ability requirements) 1) What is the general decision-making process?

    2) To explain the decision-making criterion

Section 2: The four ways managers make decisions

1. Main contents: Evaluation of alternatives; Making decisions rationality,

    that is make logical and consistent choices to maximize value. Making Decisions: Bounded Rationality; Making Decisions: The Role of Intuition; Making Decisions: The Role of Evidence-Based Management
2. Basic concepts and knowledge points: Rational decision making; Bounded rationality; Satisfice; escalation of commitment; intuitive decision making; evidence-based management
3. Problems and Applications (ability requirements)
    1) Compare and contrast the four ways managers make decisions.
    2) Give examples to illustrate intuitive decision making.

Section 3: Types of decisions and decision-making conditions.

1. Main contents: types of Decisions; Decision-making conditions: when making decisions, managers may face three different conditions: certainty, risk; Expected value and uncertainty.

2. Basic concepts and knowledge points: structured problems; programmed decision; procedure; rule; policy; unstructured problems; non programmed decisions; certainty; risk; uncertainty.

3. Problems and Applications (ability requirements) 1) Explain the two types of problems and decisions.

   2) Contrast the three decision-making conditions.

   3) Are you a linear or nonlinear thinker, why?

Section 4: Decision-making styles and decision biases.

1. Main contents: Different decision-making styles and decision-making biases will affect manager's decision; linear thinking style is characterized by a person's preference for using external data and facts and processing this information through rational, logical thinking to guide decisions and actions. The second, nonlinear thinking style is characterized by a preference for internal sources of information (feelings and intuition) and processing this information with internal insights, feelings, and hunches to guide decisions and actions affect decision making; Decision-Making Biases and Errors; overview of managerial decision making; guidelines for effective decision making.

2. Basic concepts and knowledge points: linear thinking style; heuristics; nonlinear thinking style; overconfidence; Anchoring effect; Sunk costs; design thinking;

3. Problems and Applications (ability requirements)

   1) How can managers blend the guidelines for making effective decisions in today's world with the rationality and bounded rationality models of decision making, or can they? Explain.

   2) Is there a difference between wrong decisions and bad decisions? Why do good managers sometimes make wrong decisions? Bad decisions?

   3) How can managers improve their decision-making skills?

（三）Reflection and practice：

   1. After the outbreak of Coronavirus, the Chinese government quickly took effective measures to control the epidemic, while the control of other countries basically failed. To search relevant information to explain how the decision-making objectives of the Chinese government in response to the new outbreak are different from those of other countries?

（四）Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 4   Foundations of planning

(一)   Objectives and requirements

1. Understand why managers need to make plans,

2. Master how to make plans and development plans,

3. Be familiar with the problems faced by the planning work and understand the importance of strategic management.

4. **Based on the success of China's lunar exploration project, show the advantages of China's five-year plan.**

(二)   Contents: Section 1: planning

1. main contents: The nature and purpose of planning; what is planning; the relation between planning and performance; Types of goals; Types of plans; Approaches to setting goals; the establishment of goals and plans.

2. Basic concepts and knowledge points: Plan: planning; goals (objectives); stated goals; real goals; strategic plans; operational plans; long-term plans; short-term plans; specific plans; directional plans; single-use plan; standing plans

3. Problems and Applications

   1)   Compare the benefit of long-term plan and short-term plan.

   2)   Why are there stated goals and real goals for an organization?

Section 2: Setting goals and developing plans

1. main contents: The procedures for setting goals, target management, and planning; Compare and contrast approaches to goal-setting and planning; The downside of traditional goal-setting; management by objectives (MBO); steps in goal-setting; Three contingency factors affect the choice of plans: organizational level, degree of environmental uncertainty, and length of future commitments; Approaches to planning; environmental scanning.

2. Basic concepts and knowledge points: traditional goal-setting; means-ends chain; management by objectives (MBO); mission; commitment concept; formal planning department; environmental scanning; competitor intelligence.

3. Problems and Applications

   1)   Explain the three contingency factors affect the choice of plans.

   2)   What is MBO and how to implement this method?

（三）Reflection and practice：

1. A brief description of the necessary steps to achieve the goal

2. How to implement target management.

3. **Based on the success of China's lunar exploration project, show the advantages of China's five-year plan.**

（四）Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 5 Foundations of organizational design

（一） Objectives and requirements

1. Understand the definition of organizational structure,

2. Master organizational design decisions and recognize common organizational design.

3. Understand organizational culture and grasp the characteristics of organizational change.

4. Understand the importance of innovation management.

5. **Based on the organizational innovation of Hair Company, to showcase the strong leadership of Chinese entrepreneurs.**

（二） Contents:

Section 1: six key elements in organizational design

1. Main contents: Purposes of organizing; the meaning of Organizational structure; the six key elements that affect organizational design; chain of command; authority theory; span of control; centralization and decentralization; formalization.

2. Basic concepts and knowledge points: organizing; organizational structure; organizational design; work specialization; departmentalization; functional departmentalization; product departmentalization; geographical departmentalization; process departmentalization; customer departmentalization; cross-functional teams; chain of command; authority; line authority; unity of command; span of control; centralization and decentralization; formalization.

3. Problems and Applications

   1) Discuss the traditional and contemporary views of each of the six key elements of organizational design.

   2) Discuss the difference of centralized organization structure and decentralized organization structure.

Section 2: organizational structure

1. Main contents: Employee Empowerment; Organizational Design Decisions: Mechanistic Organization structure, Organic Organization structure;

    Contingency Factors Common Organizational Designs: Simple structure, Functional structure, Divisional structure, Team structures, Matrix and project structures, Boundary less Organization Formalization Effective implementation of the objectives identified in the plan and division of departments, allocation of rights and coordination of work in the organization.

2. Basic concepts and knowledge points: mechanistic organization; organic organization; unit production; mass production; process production; simple structure; functional structure; divisional structure.

3. Problems and Applications

    1) Contrast mechanistic and organic organizations.

    2) Would you rather work in a mechanistic or an organic organization? Why?

    3) Contrast the three traditional organizational designs.

(三)　Reflection and practice：

1. Researchers are now saying that efforts to simplify work tasks actually have negative results for both companies and their employees. Do you agree? Why or why not?

2. **To analyze the organizational structure of Hair company and describe the merit of Zhang Ruiming.**

（四）Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 6　Contemporary organizational design

(一)　Objectives and requirements

1. Understand contemporary organizational designs.

2. Understand how organizations organize for collaboration.

3. Understand flexible work arrangements used by organizations.

4. Understand organizing issues associated with a contingent workforce.

5. Describe today's organizational design challenges.

(二)　Contents:

Section 1: Contemporary organizational designs

1. Main contents: Contemporary organizational structures; the meaning of team structure; matrix-Project structure; Boundary-less structure; Learning structure; virtual organization; network organization; learning organization.

2. Basic concepts and knowledge points: team structure; matrix-project structure; boundary-less structure; boundary-less organization; learning structure; virtual organization; network organization; learning organization.

3. Problems and Applications

   1) Describe the four contemporary organizational designs.

   2) How are they similar? Different?

   3) Differentiate between matrix and project structures.

   4) How can an organization operate without boundaries?

Section 2: organizing for Collaboration

1. Main contents: The methods organizations organize for collaboration; internal collaboration; external collaboration; benefits and drawbacks of collaborative work; the functions of cross-functional-teams; task force; strategic partnerships; flexible work arrangements used by organizations; Compressed workweeks, Flextime, and Job Sharing; managing global structural issues.

2. Basic concepts and knowledge points: cross functional team; task force; open innovation; strategic partnerships; compressed workweek; job sharing; contingent workers.

3. Problems and Applications

   1) Does the idea of a flexible work arrangement appeal to you? Why or why not?

   2) Why is it a challenge to "keep employees connected" in today's organizations?

（三） Reflection and practice：

1. What structural issues might arise in managing employees' flexible work arrangements? Think about what you've learned about organizational design. How might that information help a manager address those issues?

（四）Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 7 Foundations of individual behavior

（一） Objectives and requirements

1. Understand the focus and goals of individual behavior within organizations.

2. Understand the role that attitudes play in job performance.

3. Understand different personality theories and perception and factors that influence it.

4. Understand theories and their relevance in shaping behavior.

5. **Through the learning of personality theory, enhance student's recognition of the merit of Chinese traditional personalities.**

(二) Contents:

Section 1: Individual behavior and work performance

1. Main contents: The meaning of organizational behavior; Organization as iceberg; goals of OB; the role that attitudes play in job performance; job satisfaction; the relationship between job satisfaction and employee performance; job involvement and organizational commitment; the relationship between attitude and employee performance; cognitive dissonance theory; attitude Surveys.

2. Basic concepts and knowledge points: behavior; organizational behavior; employee productivity; absenteeism; turnover; organizational citizenship behavior (OCB); job satisfaction; workplace misbehavior; attitudes; cognitive component; affective component; behavioral component; job satisfaction; job involvement; organizational commitment; perceived organizational support; employee engagement; cognitive dissonance.

3. Problems and Applications

   1) Explain why the concept of an organization as an iceberg is important.

   2) Define the six important employee behaviors.

   3) Describe the three components of an attitude and explain the four job-related attitudes.

Section 2: Personality

1. Main contents: An individual's personality is a unique combination; approaches to classifying personality traits; MBTI; Extraversion (E) versus Introversion (I); Sensing (S) versus Intuition (N); Thinking (T) versus Feeling (F); Judging (J) versus Perceiving (P); the Big Five model; The locus of internal control and external; Five other personality traits are powerful predictors of behavior in organizations; Personality types in different cultures; emotional intelligence (EI).

2. Basic concepts and knowledge points: personality; Big Five model explanation; locus of control; Machiavellianism; self-esteem; self-monitoring; proactive personality; resilience; emotions; emotional intelligence.

3. Problems and Applications

   1) Contrast the MBTI and the Big Five model.

2) Describe five other personality traits that help explain individual behavior in organizations.

Section 3: Perception

1. Main contents: Perception is how we give meaning to our environment by organizing and interpreting sensory impressions. Attribution theory depends on three factors. Distinctiveness is whether an individual displays different behavior in different situations. Consensus is whether others facing a similar situation respond in the same way. Consistency is when a person engages in behaviors regularly and consistently. Whether these three factors are high or low helps managers determine whether employee behavior is attributed to external or internal causes. The fundamental attribution error is the tendency to underestimate the influence of external factors and overestimate the influence of internal factors. The self-serving bias is the tendency to attribute our own successes to internal factors and to put the blame for personal failure on external factors. Three shortcuts used in judging others are assumed similarity, stereotyping, and the halo effect.

2. Basic concepts and knowledge points: personality; perception; attribution theory; fundamental attribution error; self-serving bias; assumed similarity; stereotyping; halo effect.

3. Problems and Applications

   1) Explain how an understanding of perception can help managers better understand individual behavior.

   2) Name three shortcuts used in judging others.

   3) Describe the key elements of attribution theory.

Section 4: Learning

1. Main contents: Operant conditioning argues that behavior is a function of its consequences. Managers can use it to explain, predict, and influence behavior. Social learning theory says that individuals learn by observing what happens to other people and by directly experiencing something. Managers can shape behavior by using positive reinforcement (reinforcing a desired behavior by giving something pleasant), negative reinforcement (reinforcing a desired response by withdrawing something unpleasant), punishment (eliminating undesirable behavior by applying penalties), or extinction (not reinforcing a behavior to eliminate it).

2. Basic concepts and knowledge points: learning; operant conditioning; social learning theory; shaping behavior.

3. Problems and Applications

   1) Give some examples to demonstrate the theory of operant conditioning.

      2) How can a manager take advantage of learning theory to shape employee's behavior?

（三）Reflection and practice：

Based on personality theory, discuss the merit of Chinese traditional personalities.

（四）Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 8 Communication

（一）Objectives and requirements

    1. Understand communication

    2. Master human communication and organizational communication

    3. Understand common information technologies

    4. Master how to apply the communication of the organization to life**.**

（二）Contents:

Section 1: The nature and function of communication.

    1. Main contents: Communication is the transfer and understanding of meaning. Interpersonal communication is communication between two or more people. Organizational communication includes all the patterns, networks, and systems of communication within an organization. The functions of communication include controlling employee behavior, motivating employees, providing a release for emotional expression of feelings and fulfillment of social needs, and providing information.

    2. Basic concepts and knowledge points: communication; interpersonal communication; organizational communication.

    3. Problems and Applications

      1) Describe the process of interpersonal communication.

      2) Why is body language so important to communication?

Section 2: Communication methods and contemporary issues in communication

    1. Main contents: The communication methods include face-to-face, telephone, group meetings, formal presentations, memos, traditional mail, fax, employee publications, bulletin boards, other company publications, audio- and videotapes, hotlines, e-mail, computer conferencing, voice mail, teleconferences, and videoconferences; The barriers to effective communication include filtering, emotions, information overload, defensiveness, language, and national culture; Communication in an organization can flow downward, upward, laterally, and diagonally. The

three communication networks include the chain, in which communication flows according to the formal chain of command; the wheel; communication technologies and ethics.

2. Basic concepts and knowledge points: Interpersonal communication process; nonverbal communication; body language; filtering; information overload; jargon; active listening; formal communication; informal communication; downward communication; upward communication; lateral communication; diagonal communication; communication networks; grapevine; ethical communication.

3. Problems and Applications

   1) Contrast formal and informal communication.

   2) Explain communication flow, the three common communication networks, and how managers should handle the grapevine.

   3) Discuss the five contemporary communication issues facing managers.

(三) Reflection and practice：

Which do you think is more important for a manager: speaking accurately or listening actively? Why?

（四）Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 9 Motivation

(一) Objectives and requirements

1. Understand the definition of motivation, understand motivation theory,

2. Establishment of learning incentive system

3. What are the problems with contemporary motivation?

4. Understand incentives for employees.

5. **Through the learning of motivation theories, understand why so many communist party members dedicated their lives for the construction on new China.**

(二) Contents:

Section 1: Early theories of motivation.

1. Main contents: Motivation is the process by which a person's efforts are energized, directed. In Maslow's hierarchy, individuals move up the hierarchy of five needs (physiological, safety, social, esteem, and self-actualization) as needs are substantially satisfied. A need that's substantially satisfied no longer motivates. A Theory X manager believes people don't like to work or won't seek out responsibility so they have to be threatened

and coerced to work. A Theory Y manager assumes people like to work and seek out responsibility, so they will exercise self-motivation and self-direction. Herzberg's theory proposed that intrinsic factors associated with job satisfaction were what motivated people. Extrinsic factors associated with job dissatisfaction simply kept people from being dissatisfied. Three-needs theory proposed three acquired needs that are major motives in work: need for achievement, need for affiliation, and need for power.

2. Basic concepts and knowledge: Motivation; Maslow's Hierarchy of Needs, MacGregor's Theories X and Y, Herzberg's Two-Factor Theory; Three-Needs Theory (McClelland).

3. Problems and Applications

   1) How do you think of Maslow's Hierarchy of Needs? Show some examples.

   2) Based on three-needs theory, explain why Trump did not concede his presidential election failure?

Section 2: Contemporary theories of motivation.

1. Main contents: Goal-setting theory says that specific goals increase performance, and difficult goals, when accepted, result in higher performance than easy goals. participation in setting goals as preferable to assigning goals, but not always; feedback that guides and motivates behavior, especially self-generated feedback; and contingencies that affect goal setting—goal commitment, self-efficacy, and national culture. Reinforcement theory says that behavior is a function of its consequences. Job enlargement involves horizontally expanding job scope. Job enrichment vertically expands job depth. The job characteristics model says five core job dimensions (skill variety, task identity, task significance, autonomy, and feedback) are used to design motivating jobs. Equity theory focuses on how employees compare their inputs–outcomes ratios to relevant others' ratios. Procedural justice has a greater influence on employee satisfaction than distributive justice. Expectancy theory says an individual tends to act in a certain way based on the expectation that the act will be followed by a desired outcome. Expectancy is the effort–performance linkage (how much effort do I need to exert to achieve a certain level of performance?); instrumentality is the performance–reward linkage (achieving at a certain level of performance will get me a specific reward); and valence is the attractiveness of the reward (is it the reward that I want?).

2. Basic concepts and knowledge: Motivation; Goal-Setting Theory, Reinforcement Theory. Designing Motivating Jobs, Equity Theory, Expectancy Theory; Motivation and Goals, Motivation and Behavior; Five primary job characteristics: Skill variety, Task identity, Task significance,

Autonomy, Feedback; Equity Theory: Distributive justice, Distributive justice; Expectancy Theory (Vroom): Effort, Effort, Rewards (goals);

   3. Problems and Applications

     1) How do goal-setting, reinforcement, and equity theories explain employee motivation?

     2) What are the different job design approaches to motivation?

     3) Explain the three key linkages in expectancy theory and their role in motivation.

(三) Reflection and practice：

Through the analysis of motivation theories, explain why so many communist party members dedicated their lives for the construction on new China.

(四) Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 10 Leadership

(一) Objectives and requirements

   1. Understand leadership behavior theory and be familiar with contingency leadership theory.

   2. Understand and familiarize yourself with the latest views of the leadership

   3. Understand new leadership issues and consider reasonable solutions.

(二) Contents:

Section 1: Early leadership theories.

   1. Main contents: A leader is someone who can influence others and who has managerial authority. Leadership is a process of leading a group and influencing that group to achieve its goals. Leader traits theory. The University of Iowa studies explored three leadership styles. The Ohio State studies identified two dimensions of leader behavior—initiating structure and consideration. Michigan studies looked at employee-oriented leaders and production-oriented leaders. The Managerial Grid looked at leaders' concern for production and concern for people and identified five leader styles. As the behavioral studies showed, a leader's behavior has a dual nature: a focus on the task and a focus on the people.

   2. Basic concepts and knowledge points: leader; leadership; leadership theory: autocratic style; democratic style; laissez-faire style; initiating structure; consideration; consideration; managerial grid.

   3. Problems and Applications

    1) Are the leadership trait theories workable, why?

    2) Select one manager you know and to analyze the manager's management style by using the theory of managerial grid.

Section 2: Contingency theories of leadership.

1. Main contents: The Fiedler model. Fiedler also assumed a leader's style was fixed. He measured three contingency dimensions: leader–member relations, task structure, and position power. Hersey and Blanchard's situational leadership theory focused on followers' readiness. They identified four leadership styles: telling (high task–low relationship), selling (high task–high relationship), participating (low task–high relationship), and delegating (low task–low relationship). Four stages of readiness: unable and unwilling (use telling style), unable but willing (use selling style), able but unwilling (use participative style), and able and willing (use delegating style). The path-goal model developed by Robert House identified four leadership behaviors: directive, supportive, participative, and achievement-oriented.

2. Basic concepts and knowledge points: Fiedler contingency model; least-preferred coworker (LPC) questionnaire; leader–member relations; task structure; position power; situational leadership theory (SLT); readiness; path-goal theory.

3. Problems and Applications

    1) Explain Fiedler's contingency model of leadership.

    2) How do situational leadership theory and path-goal theory each explain leadership?

Section 3: Contemporary views of leadership.

1. Main contents: Leader–member exchange theory (LMX) says that leaders create in-groups and out-groups and those in the in-group will have higher performance ratings, less turnover, and greater job satisfaction. A transactional leader exchanges rewards for productivity where a transformational leader stimulates and inspires followers to achieve goals. A charismatic leader is an enthusiastic and self-confident leader whose personality and actions influence people to behave in certain ways. A visionary leader is able to create and articulate a realistic, credible, and attractive vision of the future. A team leader has two priorities: manage the team's external boundary and facilitate the team process. Four leader roles are involved: liaison with external constituencies, troubleshooter, conflict manager, and coach. The five sources of a leader's power are legitimate (authority or position), coercive (punish or control), reward (give positive rewards), expert (special expertise, skills, or knowledge), and referent (desirable resources or traits).

2. Basic concepts and knowledge points: leader－member exchange theory (LMX); transactional leaders; transformational leaders; charismatic leader; visionary leadership; legitimate power; coercive power; reward power; expert power; referent power.

3. Problems and Applications

    1) What is leader–member exchange theory, and what does it say about leadership?

    2) Differentiate between transactional and transformational leaders and between charismatic and visionary leaders.

    3) What are the five sources of a leader's power?

(三) Reflection and practice：

1. Do you think most managers in real life use a contingency approach to increase their leadership effectiveness? Explain.

2. Do the followers make a difference in whether a leader is effective?

(四) Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

Chapter 11   Control

(一)   Objectives and requirements

1. Understand the meaning of control and its importance

2. become familiar with the process of control and master the tools for monitoring organizational performance.

3. Understand the meaning and importance of operations management and value chain management,

4. Understand the main problems with current operations management.

(二)   Contents:

Section 1: Control and control process.

1. The main content: Controlling is the process of monitoring, comparing, and correcting work performance. The three steps in the control process are measuring, comparing, and taking action. Measuring involves deciding how to measure actual performance and what to measure. Comparing involves looking at the variation between actual performance and the standard (goal). Deviations outside an acceptable range of variation need attention.

2. Basic concepts and knowledge: controlling; control process; range of variation; immediate corrective action; basic corrective action; managerial decisions in the control process.

3. Problems and Applications

1) Why do organizations need control?

2) Shall a manager need to follow the control process strictly, why?

Section 1: Tools for measuring organizational performance.

1. The main content: Organizational performance is the accumulated results of all the organization's work activities. Three frequently used organizational performance measures include (1) productivity; (2) effectiveness and (3) industry and company rankings compiled by various business publications. Employee performance is controlled through effective performance feedback and through disciplinary actions, when needed. Feed forward controls take place before a work activity is done. Concurrent controls take place while a work activity is being done. Feedback controls take place after a work activity is done. Financial controls include financial ratios (liquidity, leverage, activity, and profitability) and budgets. Others include comprehensive and secure controls such as data encryption, system firewalls, data back-ups, and so forth that protect the organization's information. Balanced scorecards provide a way to evaluate an organization's performance in four different areas. Benchmarking provides control by finding the best practices among competitors or non-competitors and from inside the organization itself.

2. Basic concepts and knowledge: feedforward control; concurrent control; management by walking around; feedback control; financial control; management information system (MIS); balanced scorecard; benchmarking; benchmark; corporate governance.

3. Problems and Applications

1) Contrast feed forward, concurrent, and feedback controls.

2) Discuss the various types of tools used to monitor and measure organizational performance.

3) What workplace concerns do managers?

(三) Reflection and practice：

1. As to coronavirus-19, what kind of tools would you like to take to prevent its spread?

2. Discuss the advantages and disadvantages of information control.

(四) Teaching methods and tools

The main teaching methods in this chapter are lecture, multimedia teaching and discussion, group assignment.

五、各教学环节学时分配

教学环节　教学时数　课程内容	讲课	习题课	讨论课	实验	实习	其它教学环节	小计
Chapter 1 Foundations of management and organization	4						4
Chapter 2 The history of management approach	2		2				4
Chapter 3 Decision making	4						4
Chapter 4 Foundations of planning	4						4
Chapter 5 Foundations of organizational design	4		2				6
Chapter 6 Contemporary organizational design	2						2
Chapter 7 Foundations of individual behavior	4		2				6
Chapter 8 Communication	4						4
Chapter 9 Motivation	4		2				6
Chapter 10 Leadership	4						4
Chapter 11 Control	4						4
Total	40		8				48

六、课程考核（一）考核方式：

考试

（二）成绩构成

　　Classroom performance score ratio：50%　　Final exam score ratio：50%

（三）成绩考核标准

　　In the assessment of students' academic performance, the ideological and political elements of the course are integrated into the assessment of students' academic performance, so that the scores can reflect the level and achievements of students' Ideological and political learning when they complete their daily tasks

and obtain their daily scores; in the final examination, ideological and political elements are also integrated into the test questions to test the ability of students to combine professional theoretical knowledge with specific ideological and political elements.

七、推荐教材和参考资料

（一）推荐教材及经典书目

1. Management twelfth edition/Stephen P. Robbins, Mary Coulter, 北京：清华大学出版社，2018.2

2. 陈传明等，《管理学》，高等教育出版社，2019，1

3. 马建会等，《管理学》，高等教育出版社，2012，7

4. [美]斯蒂芬·P·罗宾斯，玛丽·库尔特《管理学》（第11版）.中国人民大学出版社，2012．6

5. [美] 海因茨·韦里克(Heinz Weihrich)，马克·V·坎尼斯(Mark V.Cannice)，哈罗德·孔茨(Harold Koontz)，马春光（译).管理学:全球化与创业视角(第13版).经济科学出版社，2011.1

6. [美]理查德 L.达夫特（Richard L.Daft），多萝西马西克（Dorothy Marcic)管理学原理（原书第7版）机械工业出版社；2012.1

7. [美]彼得·德鲁克(Peter F. Drucker)管理的实践(珍藏版)机械工业出版社；2009.

8. 周三多，陈传明，鲁明泓.管理学:原理与方法(第5版).复旦大学出版社，2011.

（二）Websites

1. http://www.xinhuanet.com/ 新华网

2. http://www.69169.cn/　中国管理资讯整合网

3. http://manage.org.cn/　 中国管理传播网

4. 3.http://www.emkt.com.cn/　中国营销传播网

5. http://aom.org/amj/　Academy of Management Journal

6. http://aom.org/amr/ Academy of Management Review

7. http://www.apa.org/pubs/journals/apl/index.aspx　　Journal of Applied Psychology

八、其他说明

无

大纲修订人：田野　　　修订日期：2021.11

大纲审定人：赵明　　　审定日期：2021.11