# Assignment:
## Common MGT 360 Management Analysis Report
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**Course:**     *MGT 360*
**Title:**       *Management and Organizational Behavior* (3 units)

"Theory is about the connections among phenomena, a story about why acts, events, structure, and thoughts occur.  Theory emphasizes the nature of causal relationships, identifying what comes first as well as the timing of such events."
*--R. Sutton and B. Staw*

**Goal:**
The Department of Management strives to ensure that all students enrolled in MGT 360 are critical thinkers and strong writers.  In essence, the Department wants all students to be able to demonstrate competency and efficacy in applying the principles of management and organizational behavior to the issues of a contemporary organization and its broader environment.

**Objective:**
In narrative essay format, I want you to address a business/organization case study using multiple concepts from class.  The case question and case text begin on page 5 of this document.

Building upon your knowledge from MGT 360, students should demonstrate their best understanding of management and organizational behavior theory, and the application of those ideas to improve the understanding of various issues.  You need to clearly identify at least *three* distinct, substantive issues.  For each issue you need to 1), identify evidence from the case text that shows why this issue is important, 2), use theory from our textbook as a base for your analysis, and 3), draw an analogy from library materials other than the textbook to strengthen your argument.  You also need to use appropriate in-text citations and provide a "Works Cited" (Reference) page.

Additionally, building upon your skills from general education and lower-division core courses, students should demonstrate their best composition and technical writing skills.

**Length:**
This essay is to be no less than three full pages and in length and no more than four full pages in length.  Other relevant formatting requirements ("style guide") are

linked from the course web page.  The "Works Cited" page is *in addition to* the required page length (i.e., the "Works Cited" page *doesn't count* as one of the 3-4 pages).

**Deliverable:**
This assignment is due on the date specified on the course outline.

**Performance Measurement:**
There will be two different scores for this assignment.  The *first* score will be for <u>content</u>, and the maximum numbers of points for content will be 20.  The scoring rubric for the content portion of this assignment is as follows:

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| 1 | - | clearly identifying at least three key issues to be addressed |
| 3 | - | appropriate and rigorous use of evidence from the case text(s) |
| 6 | - | appropriate and rigorous use of relevant theory from our Textbook |
| 6 | - | appropriate and rigorous use of the class Library materials |
| 3 | - | correct and proper use of In-Text Citations |
| 1 | - | correct and proper use of a Works Cited ("References") page |

The details for earning strong scores are enumerated below.

**Requirements Rationale:**

- *You must* clearly identify at least three key issues.  Readers, especially important readers whose time is valuable and decision-making you want to influence (which eventually will be *you*, at some point after graduation), can't be guessing as to what you are writing about.  Four techniques can help immensely to improve clarity in this regard.  The <u>first</u> is to identify the three issues by the end of the first paragraph, probably in the last line of the paragraph.  This first step is crucial because it sets the expectations for the reader.  The <u>second</u> is to use sub-headings liberally (think of sub-headings as "signposts").  The <u>third</u> is to repeat the specific issue in the first or second sentence of the specific paragraph that will address the issue. You might use slightly different words, but the issue, in essence, is the topic sentence of the paragraph.  The <u>fourth</u> and final technique is to repeat the three issues (summarized, of course)—along with recommendations—somewhere in the final, concluding paragraph.

- *You must* use evidence from the case text(s).  The evidence must be at least one direct quote.  Without some supporting evidence, there is no way to demonstrate that the issue you wish to discuss is even an issue, much less a distinct and substantive issue that key, senior decision-makers should consider.  There might even be more than one piece of evidence, even from a single, journalistic article.

- *You must* lead the reader through the process of inference.  That is, apply the general principles (theories, models, and frameworks) from this course to <u>explain</u> a phenomenon that occurred in the past or <u>predict</u> what phenomenon is likely to occur in the future.  Both explanations and predictions require a deep understanding of "why."  Support for "why" is demonstrated primarily by the rigorous use of appropriate theories, models, and frameworks.  For this assignment those theories must originate from the course textbook readings.  The theory must be at least one direct quote.  There are many theories in a textbook; choosing the best one requires diligent focus, a comprehensive understanding of course approach and detail, and fervent review of technical subject matter.  There are no "shortcuts" to using the best theory, models, or frameworks in an objective, purposeful manner.

- *You must* make a strong argument in your analysis.  Convincing another smart person that your thinking is right or best is some of the most difficult work you'll do after you graduate.  In addition to evidence and theory, another critical piece of a strong argument is the elegant use of an analogy.  You offer additional support for your analysis of an issue by the use of a relevant <u>analogy</u> between a fact from the case text and a fact from the class *Library* materials listed on the course outline.  You must use at least one direct quote from the *library* materials.  As with evidence and theory, each issue will use analogies from different *library* materials.  *Library* materials are labeled on the course outline as such; they are *not* materials from the textbook, supplementals, lectures, or video clips.

- *You must* cite your references, including specific page numbers (or from WileyPlus, the Section number or name), in-text (i.e., "in-line") in the sentence in the narrative.  You cannot make crass, unsubstantiated arguments or use ambiguous references.  You need to provide tangible support for your reasoning.  You build authority and credibility by acknowledging and referring to the work of others.  Put another way anything you write that <u>isn't</u> cited is assumed to be your own work.  If you intentionally or unintentionally let the reader assume that the work of other individuals is <u>your own work</u>, you are plagiarizing.  You cannot do this…ever…in either academic or professional work.  I prefer APA format, but you may use MLA format as well (as long as you add the year in the in-text citation).  For the textbook, the citation must contain the Author's name, year of publication, and page number (or WileyPlus Section number or name).  For other materials, the citation must contain the Author's name and year of publication.  There are examples of in-text citations in the APA Style Guide summarized nicely by the CSUN Library:

https://libguides.csun.edu/research-strategies/apa

- *You must* use a "Works Cited" page (sometimes called a "References" page). Someone else must be able to locate and use each reference on the "Works Cited" page. Multiple, in-text citations from the narrative that refer to the same reference in the "Works Cited" page are listed only once in the "Works Cited" page (even if different elements are used in the In-Text citation). Again, I prefer APA format, but you may use MLA format as well (you must include the year). There are examples of how references are to be formatted on "Works Cited" pages in the APA Style Guide summarized nicely by the CSUN Library:

  https://libguides.csun.edu/research-strategies/apa

**Other Tips:**

- *Don't* write haphazardly. *Do* balance breadth (broad coverage of multiple issues) with depth (sufficient, detailed analysis of each distinct issue). These issues emerge from your reading of the article, your education and experience, and your understanding of what the firm needs to succeed. You'll write a better paper if you identify issues that resonate with you viscerally because you'll have more acumen and concomitant passion for those issues.

- *Don't* focus on principles, concepts, and materials from *other* business classes (lower-division or upper-division). *Do* focus on principles, concepts, and materials covered in *this* course—MGT 360. Take the perspective that the materials from this class on "Management and Organization Behavior" are unique and distinctive from other upper-division business courses. Here are two tips: 1), review the titles of the textbook chapters and supplemental readings, and 2), review the organizational structure and details of the course outline.

- *Don't* just use concepts from the current part of the course, or materials just after the mid-term exam. *Do* use materials from the entire course, including from materials on leadership and change near the end of the course. Therefore, you need to review prior materials and you need to read ahead. This class doesn't have a cumulative final exam. However, this assignment is indeed a cumulative assignment.

- *Don't* arbitrarily ignore General Education courses. *Do* incorporate materials from one or more of G.E. courses if you feel those materials strengthen your thinking.

- *Don't* write like you speak. *Do* organize your thoughts well. The main body of the report are the issues. Additionally, the first paragraph of the report should be an introduction, and the last paragraph should be a conclusion. The last sentence of the introduction might be a summary of what is to come in the main body, while the conclusion might be a summary of what was said and final recommendations.

The *second* score will be for <u>writing</u>, and the maximum numbers of points for content will be 10. The scoring criteria for the writing portion of this assignment will be similar to the writing scoring criteria used previously in this class.

Although the *raw* scores differ for Content (20 points) and for Writing (10 points), both scores are *weighted* equally (i.e., half of 10% overall is 5% for Content and 5% for Writing).

**Case Question:**

Assume that you are a self-employed consultant in Human Resources. You used to work for a large firm but now run your own business, with one assistant, out of a spare room in your house. You have approximately 20 clients. All the clients are small businesses; only one has annual gross revenues exceeding $2,000,000. You work on retainer and then bill time and materials for various types of HR-related consulting work.

Recently, two clients of yours called you with the same basic issue: In the growing economy, these two business owners find that it is getting harder to attract and retain quality employees. What are the issues and what can be done? You decide to write a "white paper" (a fancy name for an analysis paper) that will help not just two business owners but possibly one or more of you other clients too.

Write a brief management analysis report about "hiring, retention, and development issues for small businesses". Make recommendations to your clients about what to do. That is, using the language of our class, describe (explain or predict) why specifically addressing various employee-related issues in various ways can be helpful to small businesses in this tight labor market. Be certain to touch upon how new opportunities can be leveraged and new threats can be overcome.

(If you need to make any assumptions or background regarding anything you might have read in the case text, simply state them as needed.)

**Case #1 Citation:**

Simon, R. (2019, May 13). Small Firms Battle to Hire.  *Wall Street Journal*.

**Case #2 Citation:**

Stoll, J. (2019, May 11). On Business: Factory Perks: Friday off; New Bathrooms.  *Wall Street Journal*.