

Integration in the Management Core

For the past five years, the College has integrated the introductory management courses into a three-semester management core program. Having successfully implemented an integrated program at the graduate level, the College held a series of roundtable discussions with alums and business leaders and gathered input into the direction that the undergraduate management program should move. From those discussions a set of competencies were developed that drive the undergraduate program and served as a basis for developing the integrated curriculum. The five competencies are

- Numeracy
- Rhetoric
- Leadership, Teamwork and Creativity
- Ethics and Social Responsibility
- International and Multicultural Perspective

Faculty are asked to consider each of these competencies as they develop classroom materials and syllabi for courses.

Based on these competencies and the stated goal of the College to promote integration at both the undergraduate and graduate level, the three-semester undergraduate program was developed. The original core management courses (Financial Accounting, Managerial Accounting, Finance, Marketing, Operations, Organizational Behavior, Economics, Information Systems, and Strategy) were reconfigured and integrated around the three-semester program. The three semesters center on

- Intermediate Management Core (IMC) I – Perspectives in Management – focus is on describing the organization and its environment
- IMC II – Management Diagnosis and Analysis – analysis of managerial problems and situations.
- IMC III – Management in Action – emphasis is on decision-making and implementation in a complex business environment.

During the past two years, the IMC I faculty met again to redesign the first semester of the integrated curriculum. Faculty from each of the three streams in IMC I (Economics/Marketing, Finance/Accounting, and Operations/Organizational Behavior) met to discuss materials covered in the individual streams and developed a set of objectives for each third of the semester's materials. The goal was to ensure that students would be required to address integration of the streams throughout the semester. By applying this integration to a particular industry, the students were able to see this integration in action. The semester was divided into

- Planning
- Producing

- Launching/Execution

The faculty decided to carry out the integration across streams centering on these three broad themes, using the bottled water industry to carry out this analysis. The “Planning” section focused on whether or not a fictitious company, OMNICOLA, should enter into the bottled water industry. The “Producing” theme centered on production and distribution issues and the “Launching/Execution” theme asked the students to develop a brand and prepare a commercial for their product taking into consideration target market, supply chain issues, pricing, etc.

The following attachments take you through the description of IMC I, detailing the learning outcomes for each of the three streams, followed by the discussion of the integrated sessions. Students meet in three consecutive classes twice a week for 75 minutes. They are therefore in class from 8am-noon or 1-5pm. These classes cover the learning outcomes listed in the chart. These learning outcomes were identified by stream and the overlap across the three streams formed the basis for the general theme to be covered after classes seven, fourteen, and twenty-one. Therefore after the first seven class days, the students come together with three faculty members, one from each of the streams, to integrate and utilize the learning outcomes in a decision-making format.

For example, for the first theme of “Planning,” students are asked to work in teams of five to decide whether the company should enter this industry. Each member of the team is given a different memo focusing on marketing issues, estimated returns, etc. and the information may be conflicting across the streams. They are asked to reach consensus based on this conflicting information. The interaction allows the students to see that members of a team within an organization may have different goals and objectives and compromises may be necessary to reach this consensus. They begin to see that the financial information may not be in sync with marketing goals, that economic factors may impact their decision making process, and that the culture of the organization may affect how they approach decision making.

By the end of the semester, the students have been working with the same team members to move from the decision to enter the water industry, determining the production issues around spring versus tap water, and implementing a new product focusing on a targeted market. At the same time that the students are moving through these classroom scenarios, they are also working with the same team members to prepare a descriptive analysis of a company in another industry. Between the bottled water industry and their analysis of a second company, they have had the opportunity to apply classroom learning outcomes in two different industries facing very different stream opportunities and/or threats. For their final presentations, they prepare a twenty minute presentation for delivery to the three faculty, that covers the stream objectives and integrates their analysis around a strategic issue facing the company.

The feedback from the students and employers has been very positive. Students approach business decision-making from an integrative perspective and have a beginning awareness of the impact of one part of the organization on another. Employers have indicated that they see these results in how graduates of the program approach business issues. Faculty are given the opportunity to interact with colleagues across disciplines and students begin to understand the ambiguity and complexity of business decision making.

Intermediate Management Core I (IMC 1)

Perspectives in Management

Overview of IMC

The Intermediate Management Core (IMC) is a three semester sequence of 8 or 9 credits per semester of multi-disciplinary, integrated courses required of all students. The IMC philosophy is based on building rigorous critical thinking, decision-making, and implementation framework and skills. The sequence of courses employs the analytical paradigm of description, analysis, and synthesis that you encounter in your liberal arts foundation courses. ***IMC I, Perspectives in Management***, focuses on various ways of viewing and describing organizations and their environments both from a holistic perspective and from a variety of integrated, functional perspectives. ***IMC II, Management Diagnosis and Analysis***, then moves on to the detailed analysis of managerial problems and situations, using the descriptive backdrop to help identify what problems exist, and introducing analytical tools to identify what options are potentially viable and the implications of those options. ***IMC III, Management in Action***, takes you into a phase of developing your own decision-making and implementation skills through the practice of iterative business problem solving and implementation in complex situations.

IMC 1

IMC 1 promotes and enhances your ability to identify, describe, and summarize complex material about organizations, people, and processes in a logical and useful manner. Three disciplinary streams (covering accounting/finance, economics/marketing, and operations/organizational behavior) provide you with fundamental functional content and knowledge necessary to your ability to understand an organization's competitive environment and issues it faces. An integrated core seminar provides a forum for the application of your growing descriptive skills through case discussions of business organizations, plant tours, and group projects.

IMC 1 consists of the following streams:

| | |
|---|--------------------------|
| <i>Understanding the Firm and Market (UFM) 2.5 credits</i> | Economics/Marketing |
| <i>Understanding Managerial Results (UMR) 2.5 credits</i> | Finance/Accounting |
| <i>Understanding People and Systems (UPS) 2.5 credits</i> | Operations/Org. Behavior |
| <i>Understanding the Organization (UO) 1.5 credits</i> | UFM/UMR/UPS Integration |

IMC1 Subject - Classes 1-7 Theme - "Planning"

| <u>UMR</u> | <u>UPS</u> | <u>UFM</u> |
|--|---|---|
| <p>Accounting as information system</p> <ul style="list-style-type: none"> -external users -investors, creditors <p>Balance sheet/income statement-modeling</p> <p>Investing/financing</p> <p>Operating decisions</p> <p>Analyzing financial Reports</p> <p>Ratios</p> <p>Gross Profit/Markups</p> <p>Make or buy decisions</p> <p>Cash flow</p> | <p>Individual behavior</p> <p>EQ</p> <p>Self customer analysis</p> <p>Competitive strategy</p> <ul style="list-style-type: none"> - cost - quality - delivery - flexibility - speed <p>Process design</p> <ul style="list-style-type: none"> - process decisions <p>-Mfg process</p> <p>Leadership</p> <ul style="list-style-type: none"> - formal/org chart - other: informational; information; decision making | <p>Marketing's role in the organization</p> <p>Determinants of supply/demand</p> <p>Buyer behavior</p> <ul style="list-style-type: none"> - psychological motivation/needs/perception/lifestyle - Social influences family/reference groups <p>Segmenting/Targeting</p> <ul style="list-style-type: none"> - segmenting dimensions (demographics) <p>Product attribute Modeling</p> <p>Positioning/differentiation; sustainable</p> <p>Competitive advantage</p> |

IMC1 Subject - Classes 8-14 Theme - "Producing"

| <u>UMR</u> | <u>UPS</u> | <u>UFM</u> |
|---|--|---|
| <p>Ratio analysis</p> <ul style="list-style-type: none"> - decision making <p>Cash flow statements</p> <p>Financing</p> <ul style="list-style-type: none"> -debt -stock -cost of capital -return <p>Investment decisions</p> <ul style="list-style-type: none"> -facilities -human resources | <p>Personality/work style</p> <p>Process identification (plant tour prep)</p> <p>Change</p> <ul style="list-style-type: none"> - service industry <p>Decision making</p> <p>Communication</p> <ul style="list-style-type: none"> -individual -group | <p>Product lifecycle</p> <p>New product Development</p> <p>Market Structure</p> <p>Market Behavior</p> <ul style="list-style-type: none"> -Perfect Competition -Monopoly <p>Porter's Five Forces</p> <p>Production Theory</p> <ul style="list-style-type: none"> -short term cost -long term cost |

IMC1 Subjects - Classes 14 - 21 - Theme- "Launching/Execution"

| <u>UMR</u> | <u>UPS</u> | <u>UFM</u> |
|---|---|---|
| <p>Pro forma</p> <ul style="list-style-type: none"> -Ration analysis -Sales - Margins (sensitivity analysis) <p>Segment reporting</p> <p>Quality of earnings</p> | <p>Motivation</p> <ul style="list-style-type: none"> -Theories X & Y <p>Supply Chain</p> <ul style="list-style-type: none"> - Process Choice <p>Ethics (Low Cost Labor)</p> <p>Diversity</p> <ul style="list-style-type: none"> -gender - cultural <p>New Product Development</p> <p>Organizational culture</p> | <p>Market Structure (Continued)</p> <ul style="list-style-type: none"> - Monopolistic Competition - Oligopoly <p>Product</p> <ul style="list-style-type: none"> - brand/package/product line/product classification <p>Channel (Place)</p> <ul style="list-style-type: none"> -middlemen; intensity <p>Price</p> <ul style="list-style-type: none"> -objectives; policies; price setting <p>Promotion</p> <ul style="list-style-type: none"> -integrated communications mix; objectives; advertising, sales promotion |

OMNICOLA Integrated Class One – Follows Stream (discipline) classes 1-7 – Theme: Planning

Description: Four hour class; 60 to 70 students; 11 or 12 teams; sitting at individual team round tables. Room setup with video; overhead. Tables set with poster pads and colored marking pens.

Prior to Integrated Class One, students have received or viewed via e-mail a welcome to OMNICOLA letter assigning them as General Manager of the new Bottled Water Division (attached); a welcoming video from OMNICOLA President which reflects her leadership style; a 23-page industry note on the bottled water industry with market emphasis; excerpts from OMNICOLA's 10K; a memo from OMNICOLA's CEO on the company's values and mission; an audio from a past Professor of the President, Dr. Peter Pinkus, on buyer behavior surrounding bottled water.

During Class One: Students start with an open book quiz based on application of principles from classes 1-7 to OMNICOLA's business (1hr); Each team is then given an assignment asking them to (1) decide if OMNICOLA should get into this business, explaining risks/opportunities (2) identify the competitive strategy and product positioning (describe what the organization might look like. Each team member is given a separate memo from someone in the company with a finance/accounting(UMR), operations/OB(UPS), or marketing/economics theme (UFM) which must be addressed – some of the memos have conflicting information requiring that disciplines be integrated with tradeoffs made to reach solutions and conclusions. Each team makes a 5 minute presentation explaining their strategy for OMNICOLA and what UFM, UMR, and UFM principles (from classes 1-7) need to be applied and integrated to make it happen.

During class one, the teamwork is interrupted with a sudden message, via video, from OMNICOLA's CEO (who has a contrasting leadership style to the President). The CEO explains the importance of success and the fact that at a meeting yesterday, the Board of Directors "beat me up pretty good"! The students are made aware of conflicting styles of leadership and the need to incorporate this into their approach to the decision.

OMNICOLA Integrated Class two – Follows discipline classes 8-14, Theme: Product Development; Production

Description: Same as class one.

Prior to class 2, students receive via e-mail a memo from the CEO with results of Class one; a further Bottled Water Industry Note with production emphasis; articles on successful product development using NPD interdisciplinary teams. In a class they will have seen a video on the production process at Iceland Bottled Water Company.

At Class 2, the class order is the same as Class one. The teams (same teams throughout the semester) are given an assignment asking them to consider product and distribution issues and decide if OMNICOLA's bottled water should be sourced as purified municipal

tap water (Coke's Dasani; Pepsi's Aquafina) or natural spring water (Perrier; Poland Springs) and what UMR, UPS, and UFM principles must be integrated to make and support the decision. Again, each team member receives a separate memo with important information which must be considered. Presentations are again made by each team.

OMNICOLA Integrated Class three – Follows discipline classes 15 – 21, Theme: Product Launch

Description: Same as classes one and two.

Prior to class three, students receive a memo with results of class 2; have been given an assignment to do competitive price checks in the market place; seen videos of Aquafina and Dasani commercials; and been given a Wall Street Journal article about Aquafina and Dasani positioning, "Liquid Assets: In a Water Fight, Coke and Pepsi Try Opposite Tacks".

In Class Three, teams are given a two-part assignment. First, they are asked to prepare a brand name and positioning statement for OMNICOLA's bottled water product and a projected income statement. Again, each team member receives a separate memo pertinent to the assignment with conflicting issues. Part one is handed in for Faculty review and comment. The second part is for each team to prepare and act out a 30 – 60 second TV commercial for their product, with each member of the team participating.



From: Christine Fernandes; President, OMNICOLA Corporation

Re: New Bottled Water Division

Congratulations from OMNICOLA's CEO Chester A. Burroughs and me. You have been selected to lead OMNICOLA's entry into the water beverage market by your appointment today as General Manager of the newly created Bottled Water Division (BWD).

At this point, you are the only employee in the BWD. Over the next several months you will be responsible for making decisions that will develop and build the business, integrating your knowledge of operations, organizational behavior, accounting, finance and marketing while understanding how the realities of economic principles and the efficient choice of resources to achieve maximum profitability, apply.

While there are many players and product segments in the Bottled Water market, we are most concerned with competing in the single serve bottled water segment and therefore consider our primary competition to be Pepsi with their *Aquafina* brand and CocaCola with their *Dasani* brand. Other competitors you may want to be aware of are Perrier and their Poland Springs and Arrowhead brands and Dannon with their Evian brand. You will soon be receiving an 18-page profile on the Bottled Water Industry prepared for us by Huddleston Consulting as well as updated information from OMNICOLA's 10K.

You will be hearing from others and me in the company over the next weeks with ideas and suggestions and assignments. Good Luck on this new venture. I wish you great success. Chris

PS. Your IMC1 Professors have asked me to pass along the following to you: Congratulations on your new job as General Manager of OMNICOLA's Bottled Water Division. OMNICOLA has been created for IMC1 and the UO segment of your class and is not a real company. However, everything about its operation should be considered real as you make decisions over the semester. Following IMC1 classes seven, fourteen and twenty-one, we will have UO (Understanding the Organization) classes integrating UMR; UPS and UMR specifically on the OMNICOLA project. At each of these classes you will have a quiz applying material covered in the preceding classes to the OMNICOLA business and then you will be asked to make a specific decision about OMNICOLA BWD working with your UO group. These decisions can potentially impact your General Manager job, the company, your employees and your customers. During the weeks preceding the UO sessions, you will be presented with information about your new job; about OMNICOLA and about the bottled water industry which will help prepare you for the Friday UO classes and OMNICOLA decisions. You should be prepared to support your decisions by using knowledge from the various disciplines presented in IMC.