



**MAN 4737-522: INTEGRATED MANAGEMENT APPLICATIONS**  
**SPRING 2023: MONDAY, 5:00 PM – 7:45 PM**  
**A320A – SARASOTA CAMPUS**

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**PROFESSOR:** Edward R. Balotsky, Ph.D.  
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OTHER TIMES BY APPOINTMENT. DO NOT HESITATE TO CONTACT ME IF YOU HAVE A QUESTION OR CONCERN THAT YOU WOULD LIKE TO DISCUSS
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**PREREQUISITES:** MAN 3240 and MAN 3301: Minimum Grades: C-

**UNIVERSITY COURSE DESCRIPTION**

This capstone course integrates the major topics of management. Students will acquire a broad view of organizations, learning to analyze organizational strengths and weaknesses, and to recommend appropriate actions for improvement.

**COURSE PURPOSE**

This course requires management majors to integrate and apply concepts from the core courses in the management major, and the Principles of Management course required of all business majors, into a capstone project. Below is a short description of each core class.

**MAN 3025 Principles of Management:** This course examines interpersonal, group/team, organizational, and environmental (both stakeholder and societal) factors influencing the management task.

**MAN 3240 Organizational Behavior Analysis:** The course covers research literature relevant to organizational functioning including effects of power and authority, formal organization, structural variation, leadership, motivation, and communication.

**MAN 3301 Human Resources Management:** Defines the role of the Human Resources Director, the Hospitality Human Resources Department, and examines the Hospitality Human Resources functions.

The purpose is to integrate and learn to apply previous learning from these classes. This course does not entail any new content and is composed of practical work that is based on the core courses in the program.

## COURSE MATERIALS

There is no textbook for this class. You can use whatever resources/textbooks you used for the above classes to ensure you are integrating concepts from all past classes in your assessment, findings, and recommendations. Case studies and other materials will be posted to Canvas.

## LEARNING OUTCOMES

By the end of this semester, students will be able to:

- Recommend managerial actions based on knowledge covered in required courses in the Management minor and major.
- Demonstrate critical thinking and decision-making skills by applying general knowledge to specific instances.
- Successfully utilize presentation and report writing skills.

## GRADING AND EVALUATION

Grade Component	Description	Percentage of Grade
<i>Organizational Report (Group)</i>	Paper 1 – Problem Identification	10%
	Paper 2 – Problem Analysis	10%
	Paper 3 – Recommendations	15%
	Paper 4 – Final Report	20%
	Group Presentations (3)	15%
	Group Feedback	5%
<i>Case Studies (Individual)</i>	5 Case Studies, 4% each	20%
<i>Class Participation (Individual)</i>	Active Student Involvement	5%
<b><i>Bonus: Tableau Assignment (Individual)</i></b>	Three-minute video	0-3%
<b>TOTAL</b>		<b>100% (103%)</b>

Grade Percent Range	Final Grade	Description
97-100%	A+	Excellent
94-96%	A	
90-93%	A-	
87-89%	B+	Good
84-86%	B	
80-83%	B-	
77-79%	C+	Average
70-76%	C	
60-69%	D	Poor
Below 60%	F	Failure

## COURSE ASSIGNMENTS

### Organizational Report

Working on an actual case is one of the best ways to understand and appreciate the management function and the integrated management applications experience. In groups, you will identify an organization that is facing a managerial problem (or opportunity) and propose a course of action using the knowledge and skills you have developed through your management courses.

The project can be completed in one of two ways:

1. You can partner with a local organization, with which you will work directly. This type of project requires a great deal of **primary research**; that is, you will need to identify and work closely with the organization to gather your own data.
2. You can research a mid- or large-sized organization of your team's choosing and research it using **secondary sources** – sources that are already available like historical documents (10K, annual reports).

Your team will serve in the role of a management consulting firm. You will examine and assess the organization, identify management issues the organization currently faces, and make recommendations for how the organization should address those issues.

The project is divided into four papers and a group presentation. The details are as follows:

**Paper 1:** Identification of one or more specific problems the organization currently faces. This paper should define the problem, and present data/evidence to discuss why this problem is important to the organization. This paper should be three to four pages long, **not including cover pages and references.**

**Paper 2:** Analysis of the problem(s) you identified in Paper 1. This paper should include your analysis of the root causes of the problem (e.g., why does this problem exist for the organization). Again, you should rely on data and evidence to support your assertions, as well as concepts and principles from previous courses that can help you understand why the problem is occurring. This paper should be five to six pages long, **not including cover pages and references section.**

**Paper 3:** Recommendations for the organization. This paper should include your group's recommendations for how the organization can fix the problem(s) you identified and analyzed in the previous papers. This should include any topics examined in your four core management classes – any and all material from MAN, OB, HR, and OA is fair to use as the basis for your recommendations. This paper should be five to six pages long, **not including cover pages and references section.**

**Paper 4:** Final report. This paper should include all three previous sections, with improvements based on feedback received. Since it is a final report, you should condense and summarize the writing with appropriate citations/references. You should also include an executive summary at the beginning of the paper. This should be eight to 10 pages long, **not including cover pages and references section.**

**Presentation:** Your group will make three presentations, culminating with your final report to the class at the end of the semester. Each group member is expected to speak during the presentations. An excellent presentation provides concise, useful information

about your analysis and how that analysis informs your recommendations. You should present your ideas clearly and provide prescriptive advice and suggestions. You may incorporate multimedia to make your presentation creative and engaging, such as video clips, audio clips, and website demonstration.

**Grading Format for the Report.** The four papers will be graded based on four equally important criteria: critical analysis (25%), comprehension (25%), clarity (25%), and professionalism (25%).

***Critical analysis:*** Demonstrate thoughtful, sophisticated, and insightful analysis, as opposed to superficial descriptions with no nuance.

***Comprehension:*** Demonstrate comprehension of the core course materials and topics.

***Clarity:*** Demonstrate clarity, coherence, and organization of your assertions with specific examples or data supporting your argument.

***Professionalism:*** Demonstrate professional writing skills, including proper grammar and correct spellings, along with appropriate citations in the main text and the reference list.

**Grading Format for the Presentation.** The grading of the presentation will focus on the following criteria: critical analysis (20%), comprehension (20%), organization (20%), communication aids (20%), and stage presence (20%).

***Critical analysis:*** Your analysis is clear and concise with major points emphasized and insights provided. Your analysis also includes clear recommendations and logical conclusions.

***Comprehension:*** You display an excellent grasp of the course materials. You demonstrate mastery of contents, applications, and implications. Your discussion is focused and in- depth.

***Organization:*** Your presentation is clear, concise, and well-organized. Points are easy to follow, and transitions between sections are smooth and coordinated.

***Communication aids:*** Your presentation is easy to interpret, read, and understand. The slides are well-coordinated with content, well-designed, and used effectively.

***Stage presence:*** You appear confident and at ease. You use notes (if any) well, have good eye contact with the audience, and display appropriate gestures.

**Group Feedback:** At the middle and end of the semester, you will evaluate your team members on their contributions to the project. Your grade on this component will reflect your group's overall evaluation of your work. ***Please note: if you do not submit an evaluation of the other members of your group, you will automatically receive a zero on this portion of the project.*** Each team member will be evaluated on the following criteria:

- Timeliness in arriving to meetings and completing assigned work
- Active participation in meetings and group communication
- Quantity of work completed
- Quality of work completed
- Ease to work with (teamwork)

## **Case Studies**

Five case studies will be assigned over the course of the semester. On the weeks when case studies are assigned, students are asked to do the following three things: (1) read the case study thoroughly, (2) answer the case study questions provided on Canvas, using the Speed Grader function, and (3) participate in the class discussion board. The case studies and questions will be provided on Canvas. Please see the course schedule for due dates.

## **Tableau Assignment (Optional)**

As part of the Citizen Data Science certificate program at the Muma College of Business, the MAN 4734 course participates in the Tableau portion of the program. The World Economic Forum recently published the top ten skills for employment in the next five years. The Tableau projects that you will do throughout your time at the Muma College of Business will provide the opportunities to learn five of the top ten skills:

- Analytical and critical thinking
- Problem-solving using data
- Critical Analysis
- Creativity
- Reasoning

The learning outcomes you want to accomplish in completing the Tableau projects are:

- the ability to get business insights from the data analysis that you can visualize and explain to not data-savvy people
- increase your acumen in complex problem-solving
- improve your creativity and critical business decision making ability  
develop your logical reasoning

Students will collect and analyze data and then produce visualizations/dashboards to form conclusions and insights regarding that data. Each student will produce a 3-minute video responding to a set of questions about their findings, and then upload the video to Canvas under the “Tableau Citizen Data Science Certificate Project” tab. Additional details regarding this assignment will be provided in class and on Canvas.

## **USF SYSTEM POLICIES**

Policies and regulations are available at [regulationspolicies.usf.edu](https://regulationspolicies.usf.edu)

### **Academic Integrity**

Academic integrity is the foundation of the University of South Florida’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The process for faculty reporting of academic misconduct and the student’s options for appeal, are outlined in detail in [USF Regulation 3.027](#).

**Plagiarism from external sources, peers' work, and your own previous work is strictly prohibited. If you use ideas from others or yourselves, you must provide appropriate citations. Academic integrity is serious! Please refer to university policies for guidance.**

### **Academic Grievance Procedure**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures or has been applied to the grievant in a manner different from that used for other students.

### **Disability Access**

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the [Student Accessibility Services website](#) for more information.

### **Disruption to Academic Progress**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([USF Regulation 3.025](#)) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

### **Food and Housing Insecurity**

We recognize that students facing financial difficulty in securing a stable place to live and/or in affording needed groceries may be at risk of these issues affecting class performance. Students with these needs are urged to contact Feed-A-Bull ([feedabull@usf.edu](mailto:feedabull@usf.edu) or [their website](#)), or Student Outreach and Support ([socat@usf.edu](mailto:socat@usf.edu) or [their website](#)).

### **Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)**

#### **Preliminary Guidance Document**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty

member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

### **Religious Observances**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF Policy 10-045](#)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive class absences may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the start of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

### **Sexual Misconduct / Sexual Harassment**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the [USF Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: [usf.edu/title-ix](https://usf.edu/title-ix)

### **Statement of Academic Continuity**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).

## TENTATIVE COURSE SCHEDULE

(subject to change)

DATE	TOPICS	DELIVERABLES
<b>LIVE</b> 1/9/2023	Course Introduction	Teams Formed
1/23	Core Course Review: Planning & Controlling	Organization Selection
1/30	Discuss Case Study 1 Discuss Paper 1, Team Meetings	Case Study 1
2/6	Core Course Review: Organizing Team Meetings	Paper 1
2/13	Discuss Case Study 2 and Paper 2 Team Meetings	Case Study 2
2/20	Core Course Review: Leading (1) Team Meetings	Paper 2
<b>LIVE</b> 2/27	Discuss Case Study 3 and Paper 3 Team Meetings	<b>Presentation Paper 1 &amp; 2</b> Case Study 3
3/6	Core Course Review: Leading (2) Team Meetings	Mid-Semester Group Evaluation
3/20	Discuss Case Study 4 Team Meetings	Paper 3 Case Study 4
<b>LIVE</b> 3/27	<b><i>Tableau Demonstration</i></b>	<b>Presentation Paper 3</b>
4/3	Core Course Review: Corporate Social Responsibility, Team Meetings	Case Study 5
4/10	Course Review: Diversity, Equity and Inclusion Discuss Paper 4, Team Meetings	
4/17	Course Review: United Nations Goals, Team Meetings	Paper 4
4/24	Core Course Review: International Management Team Meetings	Tableau Project (Optional)
<b>LIVE</b> 5/1	Final Examination Period	<b>Final Presentation Group Evaluation</b>



# **Muma Center for Analytics and Creativity**

## **TABLEAU CITIZEN DATA SCIENCE CERTIFICATE**

[Tableau Citizen Data Science Certificate | Information Systems Decision Sciences | USF Muma College of Business](#)

Tableau is the fastest-growing data visualization tool in the world. Due to its simplicity, versatility, and sheer power Tableau is the leading business intelligence tool in the industry. Employers are seeking out hires who can use this tool to help derive insights from data that can solve business challenges.

To satisfy the current market needs, USF Muma College of Business, in association with Tableau, has created a Citizen Data Science Certificate Program that allows any student who earns a degree from the college a chance to graduate with this additional certification.

Since 2018, the USF Muma College of Business has embedded Tableau's visualization platform into several courses in its undergraduate curriculum. Each of these courses has a Tableau exercise where students analyze a dataset, produce visualizations/ dashboards, and tell a story that emerges. Every assignment ends with a short video produced by the student, in which the student shows how Tableau can be used for a dataset in that course to generate important business insights.

Students who want to earn the certificate must make their dashboard interactive and submit at least four different YouTube URL projects from four different courses. The Tableau project from GEB 4890 – Strategic Management/Executive Decision Making must be one of the four that were submitted toward the certification. This certification is not a requirement for graduation.

## **THE SPECIFIC COURSES**

An initiative such as this requires many departments within a college to coordinate in order to determine the courses in which the exercises will be embedded. It is important that the individual instructors determine the specifics of the exercise, but they will all have some common characteristics:

- the students will have a related dataset that makes sense for that course,
- they will use Tableau's visualization platform to analyze and come up with stories, and
- they will produce a short video of this exercise so we can evaluate that each student did indeed complete the exercise (also, the videos are a great way for students to showcase their skills, and we would encourage students to include links to these on their LinkedIn/resumes).

After initial discussions with Tableau in Fall 2017 we worked with all the individual departments and identified the specific courses. Note that three of these courses are common for all students, irrespective of the major, some courses are within their individual majors and one is a capstone course common for all majors. The specific courses are listed below (note that these may change, but the program will ensure that all students have at the minimum four courses in which they would have done an assignment as described above). Students typically take this over a two year period. So, as they continue to do these assignments across courses they gradually get better at Tableau, the art of storytelling, and build a deep understanding for how data drives the future of functional roles in business.

The courses that have this assignment built in are listed below.

***Any three courses from this list will count towards the Citizen Data Scientist Certificate:***

*Core Courses*

- [ACG 2021](#): Principles of Financial Accounting
- [ISM 3011](#): Information Systems in Organizations
- [CGS 2100](#): Computers in Business

*Accounting*

- [ACG 3401](#): Accounting Information Systems
- [ACG 4632](#): Audit I

*Finance*

- [FIN 4453](#): Financial Modeling and Analytics
- [FIN 4443](#): Financial Policies and Strategies

*Personal Financial Planning*

- [FIN 3144](#): Fundamental of Financial Planning
- [FIN 4128](#): Financial Planning Capstone

*Business Analytics & Information Systems*

- [ISM 3232](#): Business Application Development
- [ISM 4212](#): Database Design and Administration

*Management*

- [MAN 3301](#): Human Resource Management
- [MAN 4737](#): Integrated Management Applications

*Marketing*

- [MAR 3613](#): Marketing Research
- [MAR 4824](#): Marketing Management Problems (capstone)

*Capstone Course - Required beyond the three choices above*

- [GEB 4890](#): Strategic Management / Executive Decision Making

**CONTACT**

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**MAN 4737\_522**  
**TEAM MEMBER EVALUATION FORM: SPRING 2023**

**Mid-Semester Evaluation:** \_\_\_\_\_ or **Final Evaluation:** \_\_\_\_\_

**Team:** \_\_\_\_\_ **Member:** \_\_\_\_\_

Please evaluate and rate the performance of your team members on the issues below. Use a Likert scale of 0 (worst) to 10 (best). Use only whole numbers and list the LAST names of your team's members. Include yourself. You can send this as an e-mail attachment or give it to me in class.

	1	2	3	4	5
Team Member's NAMES					
<b>Rating Scale 0 = worst to 10 = best</b>					
1. Attendance for team meetings, inside and outside class.					
2. On time for meetings and stayed for the duration.					
3. Prepared for each meeting.					
4. Support of team efforts, i.e. cooperative.					
5. Volunteered to do tasks.					
6. Aware of and met deadlines set by team.					
7. Insight and understanding of team tasks and sharing of knowledge.					
8. Quantity of work and effort.					
9. Quality of work.					
10. Overall contributions and value given to the team and its members.					
<b>INDIVIDUAL TOTALS</b>					
In terms of their total contribution to the group, do you believe this individual has done his/her fair share of work? Circle one	Yes More Less	Yes More Less	Yes More Less	Yes More Less	Yes More Less
Would you voluntarily choose her/him to be on your team again? Circle one	Yes No	Yes No	Yes No	Yes No	Yes No

**Please add any additional comments on the back of this sheet**