1. JUSTIFICACIÓN CURSO

The course Fundamentals of Management is part of the materials that make up the course in International Business at EAFIT University. By definition it is a theoretical and reflective course of both the knowledge of the Administration, and practices that the administration has promoted.

The curriculum guides the development of the course and includes a series of topics that reveal the nature of the Administration, his background and his relationship with the organization and the strategy. The subject acknowledges the relationships that the Administration has formed from the interaction between Man, Work and Organization productive.

In general, the program explores the history of the rationalization of labor: the Industrial Revolution and the factory; reviews significant theoretical perspectives and significant theories of the administration, organizational studies and Strategy.

The epistemological and methodological key of the course is realized with the reading of texts, ie reading in context, not just descriptive but interpretative, critic and ethic of the concepts, speeches, prescriptions, procedures, artifacts, devices, mechanisms and practices of the administration.

2. OBJETIVOS GENERALES DEL CURSO

2.1. Understand practices and discourses of Administration from the analysis of historical contexts that led to the emergence of thought and administrative practice.

2.2. Understanding the complex interactions that occur among Men, Work and Organization productive.

2.3. Understand the organizational phenomenon of polysemy in the concept and the complexity involved in the organization itself.
2.4. Interpret the strategy as the match between the activities of a company.

3. DESCRIPCIÓN ANALÍTICA DE CONTENIDOS

3.1. UNIT 1: RELEVANT ASPECTS OF THE ADMINISTRATION ORIGINS
   CONTENTS:
   3.1.2. Required lecture The Industrial revolution in Great Britain.
           United States of America: John Wiley & Sons, Inc. 519p.

3.2. UNIT 2: SCIENTIFIC MANAGEMENTS, LABOR RELATION
   CONTENTS:
   3.2.1. Chapter 7: The Advent of Scientific Management.
   3.2.2. Required lecture : Frederick Wilson Taylor: The Early Years.
           United States of America: John Wiley & Sons, Inc. 519p.

3.3. UNIT 3: INDUSTRIAL AND GENERAL ADMINISTRATION, THE ADMINISTRATIVE
       PROCESS AND ORGANIZATION
   CONTENTS:
   3.3.1. Chapter 10: The Emergence of Management and Organization Theory.
   3.3.2. Required lecture : Henri Fayol: The Man and His Career.
   3.3.3. United States of America: John Wiley & Sons, Inc. 519p.

3.4. UNIT 4: THE PRODUCTIVE ORGANIZATION.
   CONTENTS:
   3.4.1. Required lecture: CHAPTER 2. Histories, Metaphors, and Perspectives in
           Organization Theory.
   3.4.2. Bibliography: HATCH, Mary Jo. 1997. Organization Theory: Modern, Symbolic,
           and Postmodern Perspectives. Great Britain: Typeset by Hole Services
           (Abingdon) Ltda. 387p.
   3.4.3. PART II. CORE CONCEPTS AND THEORIES
   3.4.3.1. Required lecture: CHAPTER 3. The Environment of Organization.
   3.4.3.2. Bibliography: HATCH, Mary Jo. 1997. Organization Theory: Modern,
            Symbolic, and Postmodern Perspectives. Great Britain: Typeset by
            Hole Services (Abingdon) Ltda. 387p.
   3.4.3.3. Required lecture: CHAPTER 4. Strategy and Goals.
   3.4.3.4. Bibliography: HATCH, Mary Jo. 1997. Organization Theory: Modern,
            Symbolic, and Postmodern Perspectives. Great Britain: Typeset by
            Hole Services (Abingdon) Ltda. 387p.
3.5. UNIT 5: THE STRATEGY

CONTENTS:

3.5.1. Chapter 1:

3.5.1.1. Required lecture: ¿And over here, Ladies and Gentlemen: The strategic Management Beast¿.


3.5.2. Chapter 2: The Design School

3.5.2.1. Required lecture: Strategy Formation as a Process of Conception.


3.5.3. Chapter 3: The Planning School

3.5.3.1. Required lecture: Strategy Formation as a Formal Process.


3.5.4. Chapter 4: The Positioning School

3.5.4.1. Required lecture: Strategy Formation as an Analytical Process.


4. EVALUACIÓN

The evaluation covers the qualitative and quantitative methods. For purposes of quantitative evaluations, the allocation percentage is 100% distributed in this case as follows:

4.1. 75% for what is broadly called monitoring, this includes in turn, assessments and rates that define the teacher.

4.1.1. The remaining 25% is the value attached to the final examination.

5. BIBLIOGRAFÍA GENERAL


5.6. CORIAT, Benjamín. El taller y el cronómetro. Ensayo sobre el taylorismo, el fordismo y la producción en masa. México, Siglo XXI Editores, S.F.


