BS 102 Principles of Management

***DONNELLY COLLEGE***

Term

***Day/Time***

Room

3 credits

**INSTRUCTOR INFORMATION:**

Name:

Office Hours:

E-mail address:

**COURSE DESCRIPTION:**

This course covers the basic functions of management and explains impact of organizational culture on the nature of the business environment. It also explains the importance of effective communication within the organizational structure, develops and defines the techniques for directing and motivating employees, explains the effects of change on an organization, and how to apply business ethics in managerial decision-making.

**PREREQUISITES:**

Placement into College Level Courses

**REQUIRED TEXTBOOK & SUPPLIES:**

Bateman, T., Smell, S., and Konopaske, R. (2020). Management: *Leading & Collaborating in a Competitive World.* (14th ed.). New York, New York. McGraw-Hill Irwin.

*ISBN:* 9781260785593

The 7 Habits of Highly Effective People by Stephen Covey

Format: paperback, ebook, audiobook

Publisher: Simon & Schuster

ISBN: 9781451639612

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills**: Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills**: Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving**: Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking**: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills**: Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry**: Students will engage independently and effectively in lifelong learning.
7. **Values**: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

Note: The Philosophy of General Education can be viewed in its entirety on the college’s website.

**PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associates of Arts students should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. The ability to conduct research using sources, strategies, and approaches across disciplines.

**STUDENT LEARNING OUTCOMES**:

**Upon completion of the Principles of Management course, students will have the ability to:**

1. Explain how the functions of management are evolving in today’s business environment.
2. Describe how different ethical perspectives guide decision making.
3. Describe the various forms of organizational structures.
4. Define the techniques for leading and motivating employees.
5. Demonstrate ways to communicate effectively using various communication channels.
6. Describe how to manage and lead change effectively.
7. Explain how corporate culture and the environments of an organization affect management.

|  |  |  |  |
| --- | --- | --- | --- |
| **Donnelly College**  **Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| Students will communicate effectively in writing and speaking. | The student will demonstrate proficiency and creativity in written and verbal communication. (1). | The student will have the ability to demonstrate ways to communicate effectively using various communication channels (PLO 1). | Written assignments |
| Students will demonstrate proficiency in information literacy skills. | The student will demonstrate effective use of current technology in support of academic work (2). |  |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. | The student will demonstrate proficient use of qualitative and quantitative methods in problem solving (3). | The student will have the ability to define the techniques for leading and motivating employees (PLO 3). | Final Exam |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | The student will demonstrate Critical and Analytic thinking across a range of disciplines (4). | The student will have the ability to explain how corporate culture and the environments of an organization affect management (PLO 4).  The student will have the ability to explain how the functions of management are evolving in today’s business environment (PLO 4).  The student will have the ability to describe the various forms of organizational structures (PLO 4).  The student will describe how to manage and lead change effectively (PLO 4). | Final Exam |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. |  |  |  |
| Students will engage independently and effectively in lifelong learning. | The student will demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines (6). |  |  |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | The student will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment (5). | The student will have the ability to describe how different ethical perspectives guide decision making (PLO 5). | Final Exam |

**TEACHING METHODS:**

The concepts of this course will be taught through a combination of lectures, interactive lectures, flipped classroom methods, Socratic questioning, discussion-based learning, case-based learning, collaborative learning, inquiry-based learning, and/or problem-based learning.

**COURSE REQUIREMENTS:**

**Grading procedures:**

Final Exam: There will be a multiple choice **comprehensive** final exam worth 200 points at the end of week 16.

Quizzes: There are 7, 20-point chapter quizzes. Chapter quizzes may contain multiple choice, short answer and/or essay questions.

Participation: There will be up to 10 points available each week (16) for participation. Participation includes being prepared for and participating in class discussions and/or activities when attending assigned class periods.

Written Assignments: Two (2) research and application papers are required, worth 200 points each (40 points for the outline and 160 points for the paper). The papers must use APA formatting. Paper font should be Times new Roman or Arial and 12-point font. Papers should be 5-6 pages long, not including citations. Every paper should include a citation/reference page with at least 4 references in addition to the textbook. Your final written assignment will include a paper, PowerPoint and an oral presentation.

The following rubric will be used to evaluate Written assignments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric** | **Capstone**  **5** | **Milestone**  **4** | **Milestone**  **3** | **Benchmark**  **2** |
| **Context of and purpose for writing**  Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary conventions**  Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (see glossary) | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

Grading Recap and Scale:

Final Exam: 1 @ 200 points 200 points

Participation 16 @ 10 points 160 points

Quizzes 7 @ 20 points 140 points

Outline 2 @ 40 points 80 points

Midterm Paper 160 points

Final Paper 160 points

**Total 1000 points**

The grading scale for the course will be as follows:

A 900-1000 points 90-100%

B 800-899 points 80-89%

C 700-799 points 70-79%

D 600-699 points 60-69%

A cumulative score below 60% is not passing and will result in an F for the course.

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:**

Attendance: As with reading the text and doing the homework, attendance is not an optional exercise. The student is expected to attend class and participate in his/her own education. **Lack of attendance or poor attendance will be considered in arriving at the final grade. This course has 16 scheduled weeks. Any student with more than three (3) absences may have his/her grade reduced by one letter grade. If a student is absent for two consecutive weeks, they are to be administratively withdrawn from their course within a week of the last absence.**

**EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.**

**ACCOMODATION OF RELIGIOUS OBSERVANCES:**

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

|  |  |
| --- | --- |
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

**TENTATIVE COURSE CALENDAR:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Class Session** | **READING, Prep and Assignments** |
|  | Introduction, Syllabus and Managing and Performing | Chapter 1 |
|  | The External and Internal Environments | Chapter 2  Quiz 1 |
|  | Managerial Decision Making | Chapter 3 |
|  | Planning and Strategic Management  7 Habits: Begin with the end in mind | Chapter 4  Quiz 2 |
|  | Ethics, Corporate Responsibility & Sustainability | Chapter 5  Midterm Paper outline due |
|  | Organizational Structure  Read in 7 Habits | Chapter 8  Quiz 3 |
|  | Organizational Agility | Chapter 9  Quiz 4 |
|  | Human Resource Management | Chapter 10  Midterm Paper Due |
|  | Managing a Diverse Workforce  Read in 7 Habits | Chapter 11 |
|  | Leadership | Chapter 12  Quiz 5 |
|  | Motivating for Performance  7 Habits: Thank win-win | Chapter 13 |
|  | Teamwork  7 Habits: Synergize | Chapter 14 |
|  | Communicating  7 Habits: Seek first to understand, then to be understood | Chapter 15  Quiz 6 |
|  | Managing Control | Chapter 16  Final Paper outline due |
|  | Managing Technology and Innovation | Chapter 17  Quiz 7 |
|  | Creating and leading Change  Course wrap up | Chapter 18  Final Paper Due  Final Exam |