Principles of Management
SYLLABUS AND SCHEDULE | Fall 2017

Course Description
This course is designed to provide students with the knowledge to understand the functions and challenges of management. All organizations face management challenges associated with planning, organizing, motivating, and leading. This class provides opportunities for students to apply these theories and to practice and develop important managerial skills. These skills can be utilized in your professional as well as personal lives.

The course begins with a historical overview of the management field and then moves to the specific areas of management. Special emphases will be given to helping students to develop their own perspective on management and to provide tools to become more effective in managing, leading, and working in teams.

Learning is achieved mainly through interactive exercises and class discussions, supplemented by mini-lectures, and readings. Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

Course information
Course code: MGMT 3000-03
*# credits: 5
*Location: PIGT 100
*Class times: TTh 10:15 – 12:20
First session: September 21
Last session: December 7

Instructor information
*Instructor: Dr. Shannon Huddy
*Email: huddys@seattleu.edu
*Office: 415c
*Office hours: 12:30 TTh and by appointment

General Format of Class Meetings and Objectives
To achieve the goals established above, the course meetings will be (roughly) structured, combining class discussions, short lectures, and exercises. Reading assignments will provide a basis for all of the above and really MUST be completed prior to each class session. Students should come to class prepared to summarize the major points and be able to apply readings to in-class exercises and analyses. Please be aware that students will take high level of responsibility for their own learning and that of others. The instructor will provide guidance. I aim for a challenging and fun class environment!

1. Understand fundamental theories of organizational behavior, human resource management, strategic management, and organizational theory;

2. Become familiar with important managerial terminology (basic management concepts/terms);
3. Practice and develop interpersonal skills necessary for managerial success; and

4. Develop problem solving and critical thinking skills through integration and through analysis of organizational issues/problems.

**Expectations**

**Students:** In order to achieve the learning goals, students MUST come prepared to participate in active discussion, debate, and problem solving (be sure to bring your textbook and any additionally assigned readings to each class). Therefore, students are held responsible for:

1. Completing all reading assignments prior to each class;
2. Actively participating during class discussions and exercises;
3. Completing assignments as scheduled to demonstrate and enhance learning; and
4. Fostering a climate of respect for other class members and the instructor (no cell phone calls, no reading/doing work for other classes, no sleeping, etc.)

**Instructor:** The instructor’s role is to create an environment and provide resources which foster accomplishment of learning goals. This includes:

1. Providing applicable reading assignments;
2. Leading meaningful lectures, discussions, and exercises related to course materials;
3. Treating each student with respect; and
4. Clearly articulating the requirements for course assignments.

**Evaluation: Overview of Assignments**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>RELEVANT LEARNING OUTCOMES</th>
<th>RELATIVE VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Constructive contribution in class</td>
<td>Outcomes 1,2,3,4</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Individual management presentation</td>
<td>Outcomes 1,2,3</td>
<td>10%</td>
<td>Student Selected</td>
</tr>
<tr>
<td>2. Mid-term exam</td>
<td>Outcomes 1,2,3</td>
<td>10%</td>
<td>10/26</td>
</tr>
<tr>
<td>3. Final exam</td>
<td>Outcomes 1,2,3</td>
<td>15%</td>
<td>12/7</td>
</tr>
<tr>
<td>4. Team training workshop</td>
<td>Outcomes 1,2,3,4</td>
<td>25%</td>
<td>Designated Days</td>
</tr>
<tr>
<td>5. Homework/Quizzes</td>
<td>Outcomes 1,2,3,4</td>
<td>25%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Required Readings and Materials**


This book, which is a graphic novel, is available online for $10.00! Please visit: http://www.teacherspayteachers.com/Store/Jeremy-Short. We will be using the text in detail in each class session; thus, printing out the chapters is high recommended. Hard copies may also available on Amazon, Neebo, and other websites.
Academic Resources

LIBRARY AND LEARNING COMMONS
http://www.seattleu.edu/learningcommons/

WRITING CENTER
The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

LEARNING ASSISTANCE PROGRAMS
Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

ACADEMIC INTEGRITY TUTORIAL
https://www.seattleu.edu/academicintegrity/

PLAGIARISM
Plagiarism and cheating are against university policy. I have a strict policy on both. The penalty for either offense will be to assign a failing grade to the test/paper or to assign a failing grade for the course, subject to my discretion. With respect to plagiarism, if you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title and date of publication. You can cite it within your narrative using parentheses to enclose the information or use endnotes or footnotes. If you have any questions on what constitutes plagiarism, please talk to me before you hand in your papers and assignments.

General Course and University Policies

SUPPORT FOR STUDENTS WITH DISABILITIES
If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.
ACADEMIC POLICIES ON THE REGISTRAR WEBSITE
https://www.seattleu.edu/registrar/academics/performance/

Academic Integrity Policy
Academic Grading Grievance Policy
Professional Conduct Policy (only for those professional programs to which it applies)

Grading Procedures and Policies

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100–94</td>
<td>Superior</td>
</tr>
<tr>
<td>A–</td>
<td>93–90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89–87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86–83</td>
<td>Good</td>
</tr>
<tr>
<td>B–</td>
<td>82–80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79–77</td>
<td>Adequate</td>
</tr>
<tr>
<td>C</td>
<td>76–73</td>
<td>Adequate</td>
</tr>
<tr>
<td>C–</td>
<td>72–70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>69–67</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>66–63</td>
<td>Poor</td>
</tr>
<tr>
<td>D–</td>
<td>62–60</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
<td>Failing</td>
</tr>
</tbody>
</table>

SUBMITTING AND FORMATTING YOUR ASSIGNMENTS

It is important that your work is clearly presented and easy to read. Therefore, all assignments must be Word processed, double-spaced, and 12 point Times New Roman font. All citations must follow the *APA Publication Manual* (6th edition), since it is the standard referencing system for this discipline.

Unless otherwise noted, all assignments must be submitted to me on CANVAS prior to class time (as instructed). Please adhere to any assignment requirements (e.g., if a paper assignment states a 1-page maximum, I will read and grade only 1 page).

MISSED CLASSES

If for any reason you do miss a class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to bring those notes with you so that we can work on your specific, focused questions.

CELL PHONES, LAPTOPS, AND RECORDING DEVICES

Technology must be used only for classroom learning. If students use laptops or cellphones for other purposes or it becomes disruptive to the learning environment, students will be asked to put them away.
ASSIGNMENT DEADLINES AND EXTENSIONS
Make-up examinations: There are no make-up examinations, except in the event of extreme and unavoidable circumstances, at my discretion.

Assignment deadlines and extensions: Since I block out times in my own schedule specifically for grading your work, I have a policy of not accepting late work. Since I also understand how demanding your work and school and life are as well, I do allow a 1 day-grace period (24 hours). This carries with it a penalty of 1 letter grade, subject to my discretion.

ATTENDANCE AND PARTICIPATION EXPECTATIONS
I would like to see all of you actively participate in the learning process and discussion. At a minimum, active participation requires regular and attentive class attendance. Here is how participation will be assessed:

<table>
<thead>
<tr>
<th>CRITERION:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find ways to connect own comments to the comments made by other students in class.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Uses language that is appropriate for the classroom and is courteous towards other students and the professor.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Demonstrates that s/he is doing the reading through questions, answers and comments in class.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE ATTRIBUTES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misses class.</td>
<td>Almost never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Frequently</td>
</tr>
<tr>
<td>Shows up late to class.</td>
<td>Almost never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Frequently</td>
</tr>
<tr>
<td>Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.).</td>
<td>Almost never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Frequently</td>
</tr>
</tbody>
</table>
### Provisional Schedule and Readings

The anticipated course schedule is provided below. However, especially given the nature of this course, at times, changes to the schedule may be necessary and will be communicated to you in advance.

<table>
<thead>
<tr>
<th>SESSION &amp; DATE</th>
<th>PREPARATION</th>
<th>ASSIGNMENTS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Th 9/21</td>
<td>Buy text(s)</td>
<td>–</td>
<td>Course Overview</td>
</tr>
<tr>
<td>#2 T 9/26</td>
<td>Read Atlas Black Chapter 1 Not So Ancient History</td>
<td>–</td>
<td>History of Management</td>
</tr>
<tr>
<td>#3 Th 9/28</td>
<td>Read <em>Atlas Shrugged</em> excerpt by Ayn Rand</td>
<td>–</td>
<td>One Page Paper: Observations, Interpretations and Applications</td>
</tr>
<tr>
<td></td>
<td>Management Skills</td>
<td>–</td>
<td>Discuss Papers</td>
</tr>
<tr>
<td>#4 T 10/3</td>
<td>Chapter 2 How to Make Good Decisions (and Avoid Making Bad Ones)</td>
<td>–</td>
<td>Mission, Vision and Goals</td>
</tr>
<tr>
<td>#5 Th 10/5</td>
<td>Read <em>Roxanne Quimby</em> article</td>
<td>–</td>
<td>One Page Paper: Observations, Interpretations and Applications</td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td>–</td>
<td>Discuss Papers</td>
</tr>
<tr>
<td>#6 T 10/10</td>
<td>Chapter 3 Blood, SWOT and Tears</td>
<td>–</td>
<td>Personality and SWOT</td>
</tr>
<tr>
<td>#7 Th 10/12</td>
<td>Be Ready to Present Your Personal SWOT Analysis</td>
<td>–</td>
<td>Personal SWOT Analysis</td>
</tr>
<tr>
<td></td>
<td>SWOT Presentations</td>
<td>–</td>
<td>Marketing and New Products</td>
</tr>
<tr>
<td>#8 T 10/17</td>
<td>Chapter 4 Human Resources – Sail or Anchor</td>
<td>–</td>
<td>Human Resources</td>
</tr>
<tr>
<td>#9 Th 10/19</td>
<td>Bring Resume</td>
<td>–</td>
<td>Resumes</td>
</tr>
<tr>
<td>#10 T 10/24</td>
<td>Chapter 5 Charting the Future- Organizational Fit and Structure</td>
<td>–</td>
<td>Bring 3 Team Training Ideas to Class</td>
</tr>
<tr>
<td></td>
<td>Share Team Ideas</td>
<td>–</td>
<td>Exam Preparation</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Preparation</td>
<td>Assignments</td>
</tr>
<tr>
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</tr>
<tr>
<td>#11</td>
<td>Th 10/26</td>
<td>Prepare for Exam</td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>T 10/31</td>
<td>Chapter 6 Effective Communication- Can You Hear Me?</td>
<td></td>
</tr>
<tr>
<td>#14</td>
<td>T 11/7</td>
<td>Chapter 7 Negotiation and Conflict- Thriving on Chaos</td>
<td>Submit Feedback on Individual Presentations</td>
</tr>
<tr>
<td>#15</td>
<td>Th 11/9</td>
<td>Read <em>The Emotion and Art of Negotiation</em></td>
<td>Negotiation Exercise</td>
</tr>
<tr>
<td>#16</td>
<td>T 11/14</td>
<td>Chapter 8 Group (Mis) Behavior</td>
<td>Teambuilding</td>
</tr>
<tr>
<td>#17</td>
<td>Th 11/16</td>
<td><em>A Winning Team</em> by Kathryn Tyler</td>
<td>Teamwork</td>
</tr>
<tr>
<td>#18</td>
<td>T 11/21</td>
<td>Chapter 9 Works for Me. Or How to Win Friends and (De) Motivate People</td>
<td>Motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#19</td>
<td>T 11/28</td>
<td>Chapter 10 Leadership- I Have Got the Power! Or Do I?</td>
<td>Leadership, Power and Influence</td>
</tr>
<tr>
<td>#20</td>
<td>Th 11/30</td>
<td>Reflection Exercise</td>
<td>Reflection and Review</td>
</tr>
</tbody>
</table>

**Final Exam is 10:00- 11:50 a.m. Wednesday, December 6**