Principles of Management

SYLLABUS AND SCHEDULE | Fall Quarter 2017

Course information

<table>
<thead>
<tr>
<th>Course code:</th>
<th>MGMT3000</th>
</tr>
</thead>
<tbody>
<tr>
<td># credits:</td>
<td>5</td>
</tr>
<tr>
<td>Location:</td>
<td>Pigott 101</td>
</tr>
<tr>
<td>Class times:</td>
<td>MW 3:40–5:45pm</td>
</tr>
<tr>
<td>First session:</td>
<td>9/18/2017</td>
</tr>
<tr>
<td>Last session:</td>
<td>12/4/2017</td>
</tr>
</tbody>
</table>

Instructor information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Joe Schlegel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>(909) 518-9850</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:schlegej@seattleu.edu">schlegej@seattleu.edu</a></td>
</tr>
<tr>
<td>Alt Email:</td>
<td><a href="mailto:joe@thecmsolution.com">joe@thecmsolution.com</a></td>
</tr>
</tbody>
</table>

Course description

This course examines basic concepts of management theories, functions and applications in an intercultural context. It includes historical perspective of classical school, behavior approach, management science approach, contingency approach, and system’s approach.

It reviews primary management functions of planning, organizing, influencing, and controlling and considers cultural variations in selection and implementation of approaches. Course content include discussion of current topics including learning organizations, transformational leadership, continuous quality improvement, and employee empowerment. Importance of consideration of ethics, social responsibility and impact of cultural diversity on management practices and globalization of business are discussed throughout the course. Effective decision making processes, importance of interpersonal skills, and ability to operate successfully in groups are stressed.
Learning outcomes

The main objectives of this course are:

• To provide students with a solid understanding of the traditional proven management concepts and learn how to apply them to solve management problems
• Review the important historical landmarks and people in management
• Understand the Classical, Behavioral, Scientific, System's and Contingency approaches of management
• Learn the role of business organizations in society and how business ethics relate to corporate culture
• Understand the importance of diversity and the challenge to management.
• Learn about the effect of globalization
• Examine the principles of strategic planning and planning tools, (SWOT analysis)
• Learn and evaluate decision making processes within organizations
• Understand the role of organizational structure in success of management
• Organizational change and management of stress
• Understand the power of effective communication
• Learn and examine the theories of and approached to leadership
• Learn and examine the theories of motivation
• Understand the difference between leaders and managers
• Controlling processes and using control tools effectively
• Effect of globalization on organizations
• Ability to identify and understand the appropriateness of organizational forms
• Examine and understand the principles of control
• Recognize the importance of understanding cultural values and its impact on organizations
• Discover the importance of effective teamwork
• Managing impact of environment on organizations
Along with learning about management, the instructor for this class is working towards increasing the following skills of the students:

- Interpersonal skills
- Ability to work effectively in groups
- Oral and written communication skills
- Ability to work in culturally diverse organizational settings.

**Required readings and materials**


***I will definitely be using the book as all our lectures and your discussion questions will be driven from the chapters within the book. Please have the book in class day one. I am open to students using earlier editions to save money.***

***International edition and/or ebooks: Using pirated or counterfeit versions of the textbooks is in violation of the ethics policy. I understand the issues of saving money. Just know that offshore books are not 100% accurate and If I discover you are using an illegal version, your work will not be accepted for class credit, (yes, I can tell).***

**Evaluation: Overview of assignments**

A. Attendance/Participation/Discussion Questions…………………………………….. 35%
B. Mid-term exam…………………………………………………………………………… 15%
C. Final exam………………………………………………………………………………… 15%
D. Group Project and Presentation………………………………………………………… 35%

You will be evaluated based on both your individual and learning team participation. Please note that you must successfully pass both the individual and the team portions of the course.

**Approximate Grade Ranges/Grading scale:**

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69, D = 64-66 F = below 64.
Attendance & Participation, (Show up and throw up): 35%

Participation in all course activities is an integral part of this course. It is critical to the success of this course that all students read the material for each class and that each individual participate in the in-class discussions, cases, and exercises. Students will be evaluated on both their active participation and on their contribution to the learning of others. The value you bring to the class is your real-world working experiences. By sharing and swearing with others, we can all better grasp the principles being presented in the book.

Participation includes submitting Discussion Questions for class use. You will be required to turn in discussion questions every week that will cover the reading assignment for that week. You can also use current events to cover topics covered in the reading. Use whatever media you choose to find a current event subject. The intent is to discuss issues in the current reading assignment. We may not use your discussion question/current event in class, but you will get credit for turning in the assignment.

The purpose of the Discussion Questions, (DQ’s), is to stimulate conversation in class and to show that you are doing the reading. The goal is to drive creative thinking. Please make them relevant to your work or life experience so we can brainstorm in class. Class discussion is more preferred than me performing Death by Power Point.

DQ’s are due by Friday at midnight via Canvas. This way I can compile all the questions in a word doc for class discussion on Monday. No credit for any DQ’s turned in after the deadline, during class time or subjects covered during past chapters. YOU CAN ALWAYS TURN IN THE ASSIGNMENT AHEAD OF THE DUE DATE. Inevitably students forget about their DQ’s until late into the evening on Friday and one of three things happens;
1. Forget to submit and get zero points.
2. Turn in a weak effort at 11:58 p.m. and get zero points, (see examples below)
3. Turn in an entertaining alcohol induced DQ and maybe get some or all points.
This is the area that negatively impacts student’s grades more than others and it is self-inflicted. Please get it done.

We have 12 weeks of class and my expectation is that I receive 10 DQ’s from each student.

These DQ’s will be published for all to see so please don’t include any information that you do not feel comfortable sharing.
Example of a good DQ’s:

Joan Smith/Power

“Being a young stage manager, most of the people I work with are in the later stages of their career. Most stage managers do not try to take on big job until they are at least in their late 20s. Unfortunately, it is very difficult gaining power or control because of the age difference. This is why I try and to use personal power rather than position power. I develop relationships with my coworkers in order to gain their trust and respect. I also become less productive developing relationships instead of working on the project head on. Any suggestions?”

Joe Jones/Motivation

“All people need to be managed differently. Some workers respond best to positive reinforcement. However I feel like there is a gray area between positive reinforcement and special treatment. How do managers know when they’ve gone too far? And how do they deal with other workers who might be upset with this management?”

Example of unacceptable DQ’s:

“On pg. 405 the text states that the most fundamental ingredient of effective teams is trust. What other traits are as important as trust within the team?”

“One of the 3 types of teams on pg. 401 what type or combination do you feel works the best within sales?”

“I like eggs, do you?”

Midterm examination: 15%

Closed book examination to see how we are tracking. The format will be essay questions. I will give you a study guide the week prior to the midterm which will tell you exactly what the focus of the midterm will be.
**Final examination: 15%**

Closed book examination to see if I was able to learn you stuff. The format will be essay questions. Again, a study guide will be provided.

**Group Project Paper and Presentation: 30%**

The class will be organized in groups. Each group is to select a business organization. (Suggestion: Select an organization where plenty of information is available, and/or where you have access to the management personnel). Each group is to research their selected organization on the following matters. There is not page limit as some groups will pick more diverse companies that others. The goal is to educate me on all aspects of your organization so take as much space as needed to ensure you capture the entire organization. The paper must include the following components:

**A. Content of the Project Paper**

1. Organization Content, (history, organizational image, size, locations of operation, type of products, and/or services offered)
2. Organization Mission/Vision and Goals, (appropriateness and relevance to organizational history and environment).
3. Organization Strategy, (relationship with organizational goals and mission/vision, relationship with the environment in which it exists, are they cost leadership, differentiation or integration?)
4. Organization Structure
5. Organization Culture, (“Personality” which includes: core values and beliefs, rules for behavior, language used, important rituals, important symbols and artifacts, relationship to employees)
6. Perform a SWOT Analysis on the firm and provide recommendations based on said analysis.

The Group Paper is to be typed in 12-point font, single-spaced, using Times-Roman or Arial fonts. Use the APA referencing style (Prefer Times New Roman).

The Group Presentation is to be done in PowerPoint with all members participating. You will not be graded on your presentation skills, but on the content of the presentation and paper.
Instructional methods

The learning methodology used in this course consists of reading the textbooks, lectures, and other assigned readings, class participation/case analysis, and group project and presentation.

My goal is to educate you on the coursework without boring you, so I will use a variety of exercises, videos, movies, guest speakers, and/or sock puppets.

General course policies

CLASSROOM NORMS
During our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. Ethics and ethical reasoning is integrated throughout the course. Plagiarism and cheating will provide sufficient grounds for dismissal and failing the class.

CELL PHONES, LAPTOPS, AND RECORDING DEVICES
To minimize distractions and disruptions, all electronic devices (laptops, cell phones, recording, etc.) must be turned off during class except by prior agreement. Please respect my time and I will respect yours.

CANVAS
We will utilize Canvas as the primary tool for communications including submissions of assignments, grades, discussion questions and etc. If you have questions or need assistance on how to use Canvas, please refer to the Canvas Student Guides: http://www.seattleu.edu.canvas/
University resources and policies

SUPPORT FOR STUDENTS WITH DISABILITIES
If you have, or think you may have, a disability that interferes with your performance as a student, 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
Be sure that you understand the following university academic policies, posted on the Registrar’s website:
https://www.seattleu.edu/registrar/academics/performance/

ACADEMIC INTEGRITY POLICY
Academic-Integrity-2011-3.pdf

ACADEMIC GRADING GRIEVANCE POLICY

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

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

Provisional schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Individual deliverables</th>
<th>Team deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>1</td>
<td>Class Introductions</td>
<td>Syllabus (Chapter 1 if you want to get ahead)</td>
<td>Two lies and a truth, <strong>DQ</strong> (Day 2)</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>2</td>
<td>Introduction to Modern Management.</td>
<td>T: Chapter 1, 2</td>
<td></td>
<td><strong>DQ</strong></td>
</tr>
</tbody>
</table>

**DQ** = Discussion Question
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/17</td>
<td>3</td>
<td>Diversity. Global Arena.</td>
<td>T: Chapter 3, 4</td>
<td></td>
</tr>
<tr>
<td>10/9/17</td>
<td>4</td>
<td>Plans and tools. Making Decisions.</td>
<td>T: Chapter 5, 6</td>
<td></td>
</tr>
<tr>
<td>10/16/17</td>
<td>5</td>
<td>Strategic Planning. Fundamentals of Organizing.</td>
<td>T. Chapter 7, 8</td>
<td></td>
</tr>
<tr>
<td>10/23/17</td>
<td>6</td>
<td>Responsibility, Authority and Delegation. Proctored Midterm.</td>
<td>T. Chapter 9, 10</td>
<td>Team Selections</td>
</tr>
<tr>
<td>10/30/17</td>
<td>7</td>
<td>No Class Monday. Changing Organizations: Stress &amp; Conflict.</td>
<td>T. Chapter 11</td>
<td>Team meetings 10/30</td>
</tr>
<tr>
<td>11/6/17</td>
<td>8</td>
<td>Influencing/Communications. Leadership.</td>
<td>T: Chapter 12, 13</td>
<td></td>
</tr>
<tr>
<td>11/13/17</td>
<td>9</td>
<td>Motivation. Groups and Teams.</td>
<td>T: Chapter 14, 15</td>
<td></td>
</tr>
<tr>
<td>11/20/17</td>
<td>10</td>
<td>Organizational Culture. No Class/Thanksgiving.</td>
<td>T: Chapter 16</td>
<td></td>
</tr>
<tr>
<td>11/27/17</td>
<td>11</td>
<td>Controlling, Information and Technology. Production and Control.</td>
<td>T: Chapter 17, 18</td>
<td></td>
</tr>
<tr>
<td>12/4/17</td>
<td>12</td>
<td>Group Presentations Final</td>
<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td>12/6/17</td>
<td></td>
<td></td>
<td></td>
<td>Group Report</td>
</tr>
</tbody>
</table>

I reserve the right to modify this schedule within reason, meaning sometimes we will spend more time on a certain topic and less on another. This allows me to ensure you are learning the subject matter. Hopefully we will have guest speakers too. Thank you for your patience.