

MGMT 3304, PRINCIPLES OF MANAGEMENT SYLLABUS

Instructor: Penny Miller, SPHR
WP: 940-397-4557
E-mail: pennydmiller@aol.com

Course Description: Concepts of management for both profit and nonprofit organizations; management functions of planning, organizing, leading, and controlling; and managerial skills and roles in today's environment.

Textbook: Management, 9th Edition, by Robbins and Coulter, 2007 (Note: Do not purchase the International version of the text as some portions of the book are different—it has the same ISBN as the text for the course, so you do have to be careful.)

Please Note: The syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.

Expectations:

- You're adults and have many responsibilities. However, I also expect you to budget your time to get assignments accomplished.
- Read the book. Anything in the book is fair game on exams, so ask questions if you don't understand something.
- Late assignments/exams: 10% reduction in score. There is no "excused" for lates.
- If you find yourself having problems, say something right away—don't wait.
- An "Incomplete" will be submitted for all students who have not completed all
- Course requirements by the last class session, if you are active in the course. If I haven't heard from you for a while, your grade will be based upon the work completed.
- Because of the nature of this class, there will be many class postings revolving around personal experiences. In order to encourage open communication, we will practice non-attribution—what is said in class, stays in class.

You Can Expect:

- Replies to your email as soon as possible. I check email early in the morning and late in the evening. Sometimes these periods may be fairly short, so I may not get to all messages.
- Please keep in mind that like you, I have a regular full-time job and teach another class in addition to this one, so I am accessible, but perhaps not as

quickly as some students would like. I usually take Saturday off from the class—that is my errand/chore day at home.

Policy Toward Persons with Disabilities: University policy states that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any university education program or activity.

Academic Honesty: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of someone else's work as one's own work. See current Wayland Baptist University Catalog, pp. 76-77, for penalties that may be applied to individual cases of academic dishonesty.)

Grades:

Journal assignment: 150 points
Paper: 100 points
Quizzes: 95 points
Final exam (Comprehensive): 100 points
Participation: 50 points
Graded discussion questions (2): 10 points

Total points: 505 points

TENTATIVE SCHEDULE

WEEK 1

Go over course expectations, syllabus, and assignments

Reading: Chapters 1, 2

Skill-Building Modules:

Valuing Diversity, pp. 641, 642

Reading an Organization's Culture, pp. 636, 637

Assignment:

Post a short paragraph about yourself to the bulletin board with some indication of your industry, specialty, and management background before the next class.

Include your time zone.

WEEK 2

Reading: Chapters 3, 4

Skill-Building Modules:

Managing Conflict, pp. 641, 528

Running Productive Meetings, pp. 637, 638

Assignment:

Journal skill choice due

WEEK 3

Reading: Chapter 5

Skill-Building Modules:

Acquiring Power, pp. 618, 619

Developing Trust, pp. 627, 628

Assignment:

Post management topic for paper

WEEK 4

Reading: Chapters 6, 7

Skill-Building Modules:

Solving Problems Creatively, pp. 640, 641

Scanning the Environment, pp. 638, 639

Assignment:

Project paper checkpoint

WEEK 5

Reading: Chapters 8, 9

Skill-Building Modules:

Setting Goals, pp 639, 640

Assignment:

Journal scenario and reinforcement exercises due

WEEK 6

Reading: Chapters 10, 11

Skill-Building Modules:

Active Listening, p. 620

Designing Motivating Jobs, pp. 626, 627

WEEK 7

Reading; Chapters 12, 13

Skill-Building Modules:

Managing Resistance to Change, pp. 632, 633

Delegating, pp. 625, 626

Coaching, pp. 623, 624

WEEK 8

Reading: Chapters 14, 15

Skill-Building Modules:

Disciplining, pp. 628, 629

Interviewing, pp. 629, 630

Mentoring, pp. 633, 634

Assignment:

Project paper due

WEEK 9

Reading: Chapters 16, 17

Skill-Building Modules:

Creating Effective Teams, pp. 624, 625

Choosing an Effective Leadership Style, pp. 622, 623

Providing Feedback, pp. 635, 636

WEEK 10

Reading: Chapters 18, 19, Appendix A

Skill-Building Modules:

Budgeting, p. 621

Negotiating, pp. 634, 635

Assignment:

Journal due (weekly comments and article/book/video review)

WEEK 11

Course evaluations

Final Exam

JOURNAL ASSIGNMENT

You will note in your textbook the Managerial Skills section (orange pages) near the end of your text. We will be discussing each of these during the course of the semester. However, each student is to choose **one** skill which the student feels would be of most benefit to improve. This will be the subject of the journal assignment. Choose a skill which would allow you to use or attempt to use at least once a week.

Keep a journal. There are four requirements for the journal:

Part One:

- Answer the scenario given in the book for the one skill you have chosen
- Work through the reinforcement exercises. Most of these exercises require some time and effort, so don't put it off until the last minute.

Part Two:

- At least weekly, write a short paragraph to summarize an incident that happened during that week and what you did using that skill and any lessons learned in terms of how you could have done better or what you tried that worked well for you.
- Indicate one article or book you read or training video you watched during the semester related to this skill. In your journal, indicate author, title and give a short summary of the information and how it would apply to you.

Milestones:

- Week 2: Notify the instructor of the one specific skill you will be working on with your journal (post to the Journal Topic Discussion Board on Blackboard)
- Week 5: Answers to scenario and reinforcement exercises due (1/3 of score) (Put in the Digital Dropbox in Blackboard)
- Week 10: Weekly journal entries/book, article, or video review (2/3 of score) (Put in the Digital Dropbox in Blackboard)

This assignment is worth 150 points. Fifty points for Part I, due in Week 5 and 100 points for Part II, due in Week 10.

Hints:

- DO NOT wait until the last minute—you can see by the number of points and the weight of the assignment in your final score that this is a serious assignment.
- Insight is important. I am looking for your thoughts on what you did, what went wrong, what went right, and how you can improve.

Grading Criteria:

- Part I (due in Week 5):

- Criteria: Thorough treatment of scenario and reinforcement exercises (40 points)
 - Grammar/spelling (5 points)
 - Meeting suspense date (5 points)
- Part II (due in Week 10):
 - Criteria: Entry for each week 3 – 10 (20 points)
 - Grammar/spelling (10 points)
 - Meeting suspense date (10 points)
 - Insight and discussion of lessons learned (50 points)
 - Book/article/video review (10 points)

QUIZZES/EXAMS

There is a short, 5-question quiz on each chapter. You can find them in the Assignments tab in Blackboard.

The questions are multiple choice. You should take the quiz after reading the chapter. This is a way to check comprehension after each chapter. You can use your book, but the quizzes will be timed at 20 minutes, so you won't have time to look up much. Therefore, you need to read the chapter first. Questions are 1 point each—by the end of the semester, that's 95 points, which is the equivalent of an exam grade.

DO NOT open and look at the quizzes and then try to go back and take them—you will be locked out. If you go over the time limit, you will be locked out. Unfortunately, you may also be locked out if you get knocked off line for any reason. I can unlock an occasional quiz, if you have a communication problem, but that shouldn't happen often.

The final exam is a comprehensive, take-home final that I will load when it is time to take it. It is worth 100 points. You can use your book, notes and any other aids you like. There is no time limit, as long as you turn it in by the due date. The questions will be essay and comprehension based. All final exams are to be placed in the Digital Drop Box.

PROJECT PAPER

Purpose of the Assignment:

- To learn more about a specific topic in management
- To practice writing

Requirements:

- This assignment is designed to allow you to learn more about a specific topic in which you have an interest

Deliverables:

- Paper: Minimum length: 5 pages. Maximum length: 10 pages. (Page count does not include Title page or Bibliography)
- Format in accordance with APA standards (available on line)

Milestones:

- Week 3: Post the topic you will be reporting on to the Semester Paper Discussion Board
- Week 4: Checkpoint (10% of score): Provide the instructor with an outline with the following information:
 - The scope of your topic
 - A descriptive paragraph about the topic and the reason you chose it
 - Outline of completed or projected research, interviews, etc. (at least 5 sources)
- Week 8: Project due
 - Report is 90% of score

Hints:

- Grammar, spelling and neatness count
- Use APA writing standards

Grading Criteria: This project is worth 100 points.

- Checkpoint (10 points)
 - Grammar/Spelling (1 points)
 - Timeliness of meeting suspense date (1 points)
 - Descriptive Paragraph (4 points)
 - Outline and references (4 points)
- Paper (90 points)
 - Grammar/spelling (10 points)
 - Timeliness of meeting suspense date (9 points)
 - Review of topic (60 points)
 - Clarity and organization of writing (11 points)

PARTICIPATION

Since this is a business course, I am assuming most of you are taking the class because class times do not fit into your schedule. Therefore, I am not setting aside a class meeting time. However, I do expect students to complete assignments on time and to participate in on-line discussion board discussions. There are three parts to the participation points.

I will pose questions weekly and look to see who responds (intelligently). Information provided in these discussion may include testable material. Also, you will note that there are items in the syllabus that need some response. Responding by the due date counts. This is a subjective score from the instructor—max 30 points.

In addition, in order to have some interaction and open exchange of ideas, it is expected that students will respond to the comments of at least two postings of fellow classmates each week. These do not need to be long. They should ask for clarification, provide additional information, or refute the other student's comments (politely). You may also expand or defend another posting. However, "me too" comments do not fulfill the requirements. Max 20 points.

The final 10 points are short essay questions. They will appear during the class and typically require 1 or 2 paragraphs to respond to. There are a few points assigned to them, but the real value to you will be they will be similar to the questions on the final. The final is all essay and students sometimes have problems because they don't get enough practice with that thought process during the course. Each will be worth 5 points for a total of 10 points.

EXTRA CREDIT

Someone always asks about extra credit. I am hoping no one will need it, but if you feel compelled to do extra credit then you have a choice of the following. You may do one or both, depending upon your time, accessibility, interest and need. I know that some of these may be somewhat more difficult for those stationed outside the US, but there should be sufficient variety to give you something to choose from.

1. Read a book on a management topic with consent of the instructor and prepare a summary which includes the following information:
 - o Name of the book and author
 - o Summary of the main thrust of the book (overarching theory of the book)
 - o Did you find the book valuable—why or why not?
 - o How might you apply the information you gained from the book to your own management career (now or in the future)?

Length not to exceed 2 pages. Possible points: 15.

2. Attend a meeting of one of the following groups:
 - o Industry or professional organization. Examples include: AFA, NCOA, AFSA, BPW, SHRM, AHA, ASTD, etc.—there are hundreds out there.
 - o Business development association, whether a meeting or a function: Chamber of Commerce, Board of Commerce and Industry, etc.
 - o Self-improvement organization, such as Toastmasters International
 - o Community service organization: Rotary, Optimists, Kiwanis
 - o Governmental board, body or council: city council, Planning and Zoning Commission

After attending one of these meetings, you should talk to a member of the organization to round out your understanding of the group and its purpose. Afterwards, prepare a summary with the following information:

- o Name of organization
- o Date and time of meeting
- o General format of meeting—what did they do?
- o Purpose/focus of the organization
- o What did you like/not like about the organization and/or meeting?
- o What value, if any, would the organization have to your organization or management career? Or in the case of the governmental organization—of what importance is the work of that organization to a business (or what impact could the decisions of that group have on your business?)

Length not to exceed 2 pages. Points possible: 15