Course Information

Number:	MG224
Name:	Management Principles
Description:	This is an introductory course designed to provide the student with a strong foundation in the four functions of management - planning, organizing, leading, and controlling. While the focus of the course is to familiarize the student with the terminology and concepts of management, through discussions and class activities, students will have the opportunity to examine and apply, when appropriate, various theories and concepts about managing effectively in this rapidly changing, globally competitive environment.
Credit(s):	3
Offered (DAY schedule):	Every semester
Instructor Permission Required:	N
Pre-Requisite(s):	

Course Objectives

By the completion of the course, students will have studied, discussed, and developed an understanding of: The history of organizations and the necessity for business organizations globally. The roles, responsibilities, and expectations of today's managers. The definition of management and how this field has evolved. The need for increased skills for managers. An appreciation for the study of management. The ability to transfer this knowledge into practical application in the work environment.

180 West River Road, Waterville, ME 04901

Course:
MG 224 Principles of Management   Fall, 2018

Instructor:
Dr. James D. Libby
Professor, Department of Business Administration
Office Hours:
Monday: 9:15 – 10:00 a.m.; 12:30 – 2:15 p.m.
Tuesday: 8:15 – 8:45 a.m.
Wednesday: 9:15 – 10:00 a.m.; 12:30 – 2:45 p.m.
Thursday: by appointment
Phone: 859-1420; Office: AL142
Email: libbyj@thomas.edu

Course Description and Objectives:
MG 224 Management Principles   **3 Credits**
This is an introductory course designed to provide the student with a strong foundation in the four functions of management - planning, organizing, leading, and controlling. While the focus of the course is to familiarize the student with the terminology and concepts of management through discussions and class activities, students will have the opportunity to examine and apply, when appropriate, various theories and concepts about managing effectively in this rapidly changing, globally competitive environment.
Course Objectives:
At the conclusion of this course, a student will be able to:
- Discuss the history of management thought
- Recognize and understand the key functions of planning, organizing, leading and controlling (POLC)
- Understand the need for adaptability and situational decision-making
- Understand the importance of building a competitive advantage.

Textbook:
Principles of Management, by Talya Bauer, Berrin Erdogan, Jeremy Short, and Mason A. Carpenter. Published: 2016. ISBN: 978-1-4533-7502-0

Achievement of Objectives:
Students will demonstrate an understanding of the basic terms and concepts in the field of management. This course component will be measured via objective testing. Students will

receive feedback on their performance via a performance assessment (Assessment Tool # 1) that is tied to exam-materials, and each student will be offered advice on how to improve their standing.

Students will research principles of management within light of the well-known POLC Framework (Planning, Organizing, Leading and Controlling, see text p. 92), and will construct and present group and individual term projects examining elements of POLC. Students will be offered guidance in choice of project topics within POLC. Groups will be offered assistance in the construction of a high-quality group term project, applying APA standards to the group multimedia platforms and the individual paper. Students will receive written feedback via a grading grid/rubric (Assessment Tool # 2) describing the relative strength of their work to the project objectives.

Students will follow contemporary issues in the areas of mission, vision, organizational culture, leadership, motivation and other areas of management importance and display an understanding through a series of internet and classroom exercises, including case studies, role plays, current event reporting, and reflections and debates. A homework and class participation grade will be scored based on content (Assessment Tool # 3) and will be assigned to each student based upon completion and quality of the work.

Role of the Thomas College Core Competencies:
Thomas College students experience a rigorous academic program that provides personal and professional development focused on four Core Competencies: *Communications, Leadership and Service, Analytical Reasoning, and Community and Interpersonal Relations*. Through the emphasis on these important competencies, our students develop leadership skills and effective communication skills, and they are committed to giving back to their communities. Core Competencies are considered institutional objectives.

This course contains elements promoting each of these competencies, with particular emphasis on communication, leadership, and interpersonal relations. Thomas College course and program objectives align with the Core Competencies to provide students with a comprehensive learning experience.

Incorporation of E-Portfolio (From College Policy):
E-portfolios allow students an opportunity to store work they feel demonstrates their proficiency in meeting course and program objectives, along with the four Thomas College "Core Competencies." Materials for student E-Portfolios can come from class projects, extra-curricular activities and work experiences. Students accompany artifacts in their E-Portfolio with a short "reflection essay" that explains how the artifact helped them to achieve course, program, and personal objectives along with the Core Competencies of Thomas College. E-Portfolio presentations are required for completion of some majors at Thomas College. The term project and a related reflection are appropriate items to place in the E-Portfolio.

Web Readings:
Via Moodle/Assignments
Periodical Readings:
Wall Street Journal; Bloomberg Business Week; MaineBiz; related management journals

Classroom reports from these sources are required. Thomas College subscribes to these resources on-line. Please familiarize yourself with library resources. Students are free to purchase/share access to hard-copy resources as they see fit.

Video:
Nightly Business Report, PBS Television; Bloomberg TV; CNBC

Audio/Web Resources:
Bloomberg Radio, Bloomberg.com

Prerequisites:
None

Course Requirements:
Weekly readings, class participation, homework, examinations, reflections, a paper, and a final exam serve as the skeletal structure. The percentage value for each component is as follows:

Exam 1: 10%
Exam 2: 10%
Final Exam: 20%
Management Individual Project: 20%
Management Group Project: 20%
Homework/Involvement: 20%

Attendance, Homework and Classroom Involvement:
You are expected to be at every class with access to your textbook following the class. Students without textbook access on Flatworld will score a zero for the *Homework and Classroom Involvement* component of the course. A student that misses more than 3 classes receives a 2 percent deduction in the *Homework and Classroom Involvement* grade per violation. Example: 1 violation means that the *Homework and Classroom Involvement* component becomes worth 18% as a maximum value rather than the full 20%. Exceptions for extreme circumstances may only be granted on a case-by-case basis at the discretion of the instructor and at the request of the student (example: bereavement of immediate family member). A student who misses a homework can only receive a pass/fail grade for the assignment (60% maximum grade – zero for incomplete; exception: doctor's note or

bereavement) if <u>pre-arranged</u> with instructor. Students must take examinations on or before the examination date. There are no after-the-fact makeups for examinations.

<u>Plagiarism and Cheating</u>:

The following policy mirrors the student and faculty handbooks:

> Any form of cheating will not be tolerated. If a student is caught cheating or plagiarizing, an appropriate punishment will be administered. An appropriate punishment, as suggested by the Faculty Affairs Committee at Thomas College, ranges from a failing grade on the specific project to failure of the course. The student will be informed by the faculty member, both orally and in writing, within two weeks after the faculty member has made the decision.
> A student who wishes to appeal the faculty member's decision may do so by giving written notification to the chairperson of the Academic Affairs Committee within 72 hours of written notice by the faculty member.

See the <u>Thomas College Student Handbook</u> for helpful guidelines to avoid plagiarism.

<u>Course Outline (MG224-KM)</u>:

Week 1, Chapter 1: Introduction to Principles of Management
Week 2, Chapter 2: History, Trends, Globalization, and Ethics; APA Review
Week 3, Chapter 3: Personality, Attitudes, and Work Behaviors
Week 4, Chapter 4: Developing Mission, Vision, and Values
Week 5, Chapter 5: Strategic Management; Exam Preparation
Examination, Week 5
Week 6, Chapter 6: Goals and Objectives
Week 7, Chapter 7: Organizational Structure and Change
Week 8, Chapter 8: Organizational Culture
Week 9, Chapter 9: Leading People and Organizations
Week 10, Chapter 10: Decision Making; Exam Preparation
Examination, Week 10
Week 11, Chapter 11: Communication in Organizations; Group Presentations
Week 12, Chapter 12: Managing Groups and Teams; Group Presentations
Week, 13, Chapter 13: Motivating Employees; Remaining Group Presentations
Week, 14, Chapter 14: The Essentials of Control
Week 15, Chapter 15: Strategic Human Resource Management
Final Examination, Final Exam Week, as assigned

<u>Additional Information</u>:

<u>Group Term Project:</u>

This term, your research project topic will cover a specific issue that relates to Planning, organizing, leading, and control (POLC). Your topic is chosen in consultation with the professor.   A *group project presentation* will be made on one aspect of POLC. This is a

coordinated group presentation that combines individual research areas. An *individual paper* examines a sub-topic of POLC. You will be expected to merge your individual research with the group project to thoroughly cover P, O, L, or C.

For example, let's say students A, B, C, D and E choose the group topic of Leading (the L in POLC). Student A writes the individual term paper on Leadership. B writes on the topic of Decision Making. C writes about Communications. D writes about Groups & Teams. And, student E writes about Motivation. Together, the group presents a multimedia presentation that weaves together all of these elements, uses examples from the real world, includes reflection on the integration of POLC, and respects APA reporting requirements.

Your group project rubric elements are the same as the first four elements in the individual paper rubric at the end of this syllabus, with the following exceptions: The four rubric elements are only valued at 20%. A fifth group project rubric element is valued at 20% is as follows:

CRITERIA	Exemplary "A" range	Proficient "B" range	Partial Proficiency "C" range	Incomplete "D" range	Unacceptable "F" to "0"
5. Integration **Provides an <u>integration</u> of the individual POLC elements and visual identity, including both the theory and the style used in the multimedia presentation.** **20%, Project**	Fully integrates oral presentation with online resources. Ideal and consistent audio, voice, theory integration, and color consistency in the media. Final reflection slide brings together all elements.	Generally effective presentation and reflection. Sufficient examples are provided to demonstrate student proficiency. Generally good use of media to enhance the project.	Provides inconsistent integration and use of media. Lacks sufficient reflection on the integration of POLC pieces, and/or examples necessary to demonstrate student proficiency.	Incomplete understanding of effective use of media. Lacks sufficient documentation and connection between POLC elements.	Content is poorly presented and forms no connections with theory or is not relevant to the POLC elements.

<u>Individual Term Paper</u>: Due one week following the group project.
As stated earlier, your term paper is related to the group project. The term paper is due the week **before** Thanksgiving break. The paper is to be submitted in hard copy and electronically on Moodle, with citations embedded as hyperlinks to the specific location of your citation. <u>Your paper must be submitted into your E-Portfolio along with a reflection paragraph explaining how the paper relates to course objectives in order to receive full credit.</u>

A specific rubric appears at the end of this syllabus, but please note that only papers adhering to APA standards are accepted. All papers not adhering to the most recent edition of the APA Style Guide will be returned without grade. Resubmissions of returned papers are only eligible for a pass/fail grade.

Some Thomas College Faculty subscribe to **Turnitin**, a resource that detects plagiarism. Papers that do not contain original work and/or do not cite other authors' works will be returned with a zero grade. Intentionally plagiarized papers are not eligible for resubmission and are subject to college policy. Submission of a paper written by another and obtained via the internet will lead to an automatic dismissal and failing grade for the course.

Term Paper Rubric

CRITERIA	Exemplary "A" range	Proficient "B" range	Partial Proficiency "C" range	Incomplete "D" range	Unacceptable "F" to "0"
1. Content **Provides a comprehensive overview that demonstrates investigation and analysis in relevant theory.** **25% paper;** **20% project**	Provides a comprehensive overview that documents investigation and reflection in content areas. Qualitative and/or quantitative examples are present. Integration of theory and practice demonstrate a high level of critical thinking.	Generally effective overview and reflection in competency area. Sufficient examples are provided to demonstrate student proficiency.	Provides inconsistent information about the content area. Reflection in the topic area exists, but lacks sufficient reflection and/or examples necessary to demonstrate student proficiency.	Incomplete understanding of content area. Lacks sufficient documentation. Connection between content and theory is weak.	Content forms no connections with theory or is not relevant to the subject of the investigation.
2. Conclusion/ **Reflection** **The student project contains reflection and demonstrates an ability to apply theoretical principles and form connections**	Includes a forward-thinking conclusion. Reflection is present and indicates a significant appreciation of the subject. Student identifies and describes links	Includes examples and reflection which indicate an understanding and appreciation of the material. Student identifies links between the contents and the competencies.	The examples and reflection in the presentation are insufficient to demonstrate an understanding or appreciation of the competencies. Links between content and the competencies are cursory or general.	Contains insufficient conclusions and/or reflection to provide links to the competencies involved. Relationships between the contents and the	Does not contain relevant conclusions and/or reflection.

Criteria					
between theory and practice. **25% paper,** **20% project**	between content and competencies.			competencies are cursory or incomplete.	
3. Originality **The student's work forms original connections via synthesis and is not a restatement of others' work.** **25% paper,** **20 % project**	Original content exists, and a relationship is formed between theory and subject, demonstrating an ability to apply theoretical constructs.	Original content is present – some theory applied that demonstrates comprehension of constructs.	Original content, but flaws exist between theory and content that detract from the student work.	Insignificant attempt to address content with theoretical observations.	Little or no original work exists, or some content is either intentionally or unintentionally plagiarized.
4. Organization and Presentation **The student's presentation is well-organized and professionally presented in the A.P.A. or footnote format** **25% paper,** **20 % project**	Well-organized and professionally presented. The paper demonstrates an awareness of the reader and/or viewing audience. Effective and persuasive communication is present. Research skills, grammar and all elements of the preferred style guide are superior.	Shows evidence of good organization in project. The presentation demonstrates an awareness of reader with appropriate research skills in organization and format. It is clear that the appropriate style guide is applied.	Provides evidence of effective skills, but some weaknesses in organization and presentation are present. Some errors in grammar and/or style detract from the overall professional presentation of student work.	Demonstrates a weak command of effective communication skills, with significant style errors that detract from the professional presentation of the student work.	Poorly organized and presented. Style guide incorrectly applied, or its use is not discernible.

Management Principles
MG224 Fall 2018
Darlene Ratte

OFFICE HOURS: T/TH 12:00-12:50 pm or by appointment
OFFICE LOCATION: 224 Academic Building
PHONE: 207-859-1111
EMAIL: ratte@thomas.edu

TEXT:
Contemporary Management, 9th Edition. Jones & George. McGraw Hill ISBN:978-1-259-30135-3

COURSE DESCRIPTION:
This is an introductory course designed to provide the student with a strong foundation in the four functions of management –planning, organizing, leading and controlling. The focus of the course is to familiarize the student with the terminology and concepts of management. Through discussions and class activities, students will have the opportunity to examine and apply, when appropriate, various theories and concepts about managing effectively in this rapidly changing, globally competitive environment.
At the conclusion of this course, a student will be able to:
Discuss the history of management thought
Understand the need for adaptability and situational decision-making
Recognize and understand the key management functions and exhibit strategies to incorporate them in the workplace
Understand the importance of building a competitive advantage

COURSE OBJECTIVES:
1. Enable students to become involved in management decision making and current management issues through class presentations and discussions
2. View the importance of management from a global perspective
3. Develop an understanding and appreciate of the history of modern management
4. Understand the importance of human resources in the workplace and how business ethics are the basis of a good business reputation
5. Recognize the need to design employee motivation and goal setting jobs
6. Distinguish between various kinds of management skills and how they work within the levels of organizational hierarchy
7. Discuss why strategic human resource management can help an organization gain a competitive advantage

GRADING:

Papers   30% (3 @ 10 points each)
Tests   30%
Homework & Case Studies   20%
Presentation   20%

COURSE OUTLINE:

August 28-30	Chapter 1	Managers and Managing
		(Paper #1)
September 4	Chapter 2	The Evolution of Management Thought
September 6	Chapter 3	Values, Attitudes, Emotions and Culture
September 11-13	Chapter 4	Ethics and Social Responsibility
		(Test #1)
September 18	Chapter 5	Managing Diverse Employees in Multicultural Environment
September 20	Chapter 6	Managing in the Global Environment
		(Paper #2)
September 25-27	Chapter 7	Decision Making, Learning, Creativity and Entrepreneurship
October 2	Chapter 8	The Manager as a Planner and Strategist
		(Test #2)
October 4	Chapter 9	Value Chain Management
October 11	Chapter 10	Managing Organizational Structure and Culture
October 16-18	Chapter 11	Organizational Controls and Change
October 23-25	Chapter 12	Human Resource Management
		(Paper #3)
October 30- Nov 1	Chapter 13	Motivation and Performance
		(Test #3)
November 6-8	Chapter 14	Leadership
November 13-15	Chapter 15	Effective Teams and Groups
	Chapter 16	Promoting Effective Communication
November 20		(Communication Presentations)
November 27	Chapter 17	Managing Conflict, Politics and Negotiations
December 4-6		Finals Week - Presentations

POWERPOINT PRESENTATION

Each student is responsible for a PowerPoint presentation due at the end of the semester. The topic may be selected by the student or assigned by the instructor. Topics may correspond to the topics in our course textbook, such as motivation, discrimination, leadership, diversity, ethics, decision making, human resources, etc.

Each presentation must equal 10 slides of related information and a hard copy for submission to the instructor. Student individual due dates will be determined during the semester.

ATTENDANCE:

Attendance will be taken during each class. Students are expected to be in class with their assignments prepared. Four absences will be allowed during the semester. More than four absences will place the student on report with the Registrar's office and result in a reduction in the student's final grade. One point per absence. Should a student be absent, it is their responsibility to get the assignments and have them ready for the next class meeting. Many *in class* activities will take place during the semester. It is in the student's best interest to attend each class meeting, as these assignments may not be made up

THOMAS COLLEGE CORE COMPETENCIES:
There are four competencies that students at Thomas College will excel in by the time they graduate: Communication, Leadership and Service, Analytical and Reasoning and Community & Interpersonal Relations. MG224 contains elements helpful in becoming proficient in each competency, with the primary emphasis on communications and analytical reasoning.

INCORPORATION OF E-PORTFOLIO (From College Policy)
E-Portfolios allow students an opportunity to store work they feel demonstrates their proficiency in the four Thomas College Core Competencies of Communication, Leadership and Service, Analytical Reasoning and Community and Interpersonal Relations. Materials for your E-Portfolio can come from class projects, extra-curricular and work experiences. Because it's an electronic format, a variety of file types can be stored in E-Portfolios. The E-Portfolios are set up on the SharePoint Portal Server on the Thomas College system.

PLAGIARUSM AND CHEATING:
Any form of cheating will not be tolerated. If a student is caught cheating or plagiarizing, an appropriate punishment will be administered. An appropriate punishment, as suggested by the Faculty Affairs Committee at Thomas College, ranges from a failing grade on the specific project to failure of the course. The student will be informed by the faculty member, both orally and in writing, within two weeks after the faculty member has made the decision. A student who wishes to appeal the faculty member's decision may do so by giving written notification to the chairperson of the Academic Affairs Committee within 72 hours of written notice by the faculty member.