CENTRAL TEXAS COLLEGE
SYLLABUS FOR BMGT 1325
OFFICE MANAGEMENT

Semester Hours Credit: 3

INSTRUCTOR: ________________
OFFICE HOURS: ________________

COURSE DESCRIPTION

A. Office Management covers systems, procedures, and practices and planning office work, supervising employee performance and exercising leadership skills.

B. BMGT 1325 is a required course in the Business Management degree and certificate programs.

C. This course is occupationally related and serves as preparation for a career in general business management.

D. Prerequisites: None

E. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, CI & 2, B, etc.) and foundation skills (CI, 2, B, FA etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000,” Executive Summary, furnished separately.

II. LEARNING OUTCOMES

A. Define concepts of office management.

B. Identify skills and competencies of an office manager.

C. Describe different forms of organizations.

D. Design effective processes for office operations.

The following SCANS competencies and foundation skills will be covered in this course:

1. Competencies
   a. Resources
      (1) Time (CAI)
b. Interpersonal Skills  
   (1) Leadership (CB4)

c. Information  
   (1) Acquires/uses (CC1)  
   (2) Organizes/maintains (CC2)  
   (3) Interprets/communicates (CC3)

d. Systems  
   (1) Understands (CD1)  
   (2) Monitors/Corrects (CD2)  
   (3) Improves/Designs (CD3)

2. Foundation Skills  
   a. Basic Skills  
      (1) Reading (FA1)  
      (2) Writing (FA2)  
      (3) Listening (FA4)  
      (4) Speaking (FA5)
   b. Thinking Skills  
      (1) Creative Thinking (FB1)  
      (2) Decision Making (FB2)  
      (3) Problem Solving (FB3)
   c. Personal Qualities  
      (1) Responsibilities (FC1)  
      (2) Self-esteem (FC2)  
      (3) Sociability (FC3)  
      (4) Self-Management (FC4)  
      (5) Integrity/honesty (FC5)

III. INSTRUCTIONAL MATERIAL  
The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

IV. IMPORTANT NOTE REGARDING FEEDBACK AND RESPONSIBILITY FOR LEARNING

A. FEEDBACK: Feedback is the return of data/information about the result of a process and is an important part of the learning process. Feedback in the course will be provided via test scores, graded assignments, and/or instructor evaluation of the students’ progress. You are encouraged to take advantage of the many avenues for feedback available to you. For example, office hours are established primarily to provide the student access to the instructor to discuss academic guidance. I am also generally available before and after class to meet with you. E-mail is another easily available medium to obtain feedback. Additional feedback may be provided at the discretion of the instructor or on your request.

B. RESPONSIBILITY FOR LEARNING:
1. **INSTRUCTOR:**
   As your instructor I will organize and present the course material in a manner designed to facilitate the learning process. I will evaluate your progress periodically via writing assignments, and presentation, and exams and provide feedback on your performance via exam and mores, exam critiques, and critique of your writing assignments, etc. I am also available before and after each class period and during office hours to discuss your performance and answer questions.

2. **STUDENT:**
   As the student you are ultimately responsible for what you learn and for your success in this course. It is your responsibility to attend class regularly, prepare for class by reading assigned text material, participate in class discussions, ask questions when required to improve your understanding, prepare for and complete exams, and complete all other assignments.

V. **COURSE REQUIREMENTS** (The assignments for online classes and face-to-face classes may be different, but they will be the same level of rigor and work expectation.

   A. **Reading Assignments:** Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (FA1, FA5, CC3)

   B. **Class Attendance:** (Refer to CTC Catalog, Page 56, for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. (FC1, FC4)

   C. **Written and Oral Assignments:** The instructor will assign at least one writing assignment such as a case analysis, research paper, article report, etc., and will also require an oral presentation of the written product to the class. Both written and oral presentation assignments must be completed in order to receive a passing course grade. (FA2,5)

   D. **Student Preparation and Study Requirements:** Each student is expected to develop an effective personal time management and study schedule that will enable him or her to master the learning outcomes listed previously. (FC1, FC4, CA1)

VI. **EXAMINATIONS**

   A. **Scheduled Examinations:** (CC1, FC2)

   There will be three major scheduled examinations as follows:
   1. First Exam
2. Second Exam
3. Final Exam

The exam schedule and material covered on each exam will be provided by the instructor on the first day of class. The type of exam questions (essay, multiple choice, fill-in) will be specified by the instructor during pre-exam reviews.

B. Spot Quizzes: The instructor may administer spot quizzes, to encourage student preparation for class periods. There will be no makeup for spot quizzes. (FC4)

VII. SEMESTER GRADE COMPUTATIONS

A. Summary of requirement point values*:
   Exams 1 & 2 (100 points each)  200 points
   Final Exam  150 points
   Quizzes  150 points
   Case Studies  200 points (CC2,3; FA1,2)
   Toolkits  200 points (CC2,3; FA4,5)
   Attendance / Participation / Introductions / Course Procedures Test  100 points (FC3)

   Total Possible Points  1000 points

*Sample: Instructors are permitted to use different assignment/exam configurations.

B. Letter grades will be assigned based on total points earned as follows: (Note: Pop quiz points will be added and point/letter grade requirements will be adjusted as required.)

   900-1000  A  600-699  D
   800-899  B  0-599  F
   700-799  C

VIII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

   10-week session  Friday of the 8th week
8-week session  Friday of the 6th week  
5-week session  Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W”, provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course...” Prior approval from the instructor is required before the grade of “I” is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** (FC3) Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
H. **Honesty and Integrity:** (FC5) All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and
during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
2. Collusion: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. Cheating: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

IX. COURSE OUTLINE

A. Lesson One: Chapter 1-3

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:

Chapter 1:

a. Explain why you should study management regardless of your career goals.
b. Discuss two common paths to a management position.
c. Identify the three broad categories of management skills common to virtually all management positions.
d. Explain the importance of each category for each managerial level.
e. Identify and describe the four Cs required for success at every organizational level.
f. List and describe at least three ways to develop conceptual skills.

Chapter 2:

a. List and describe the four functions of management.
b. Explain the key elements and significance of three historical management theories.
c. Analyze and determine which of Fayol's principles of management are appropriate in today's environment.
d. Describe two categories of contemporary management theories.
e. Define best practices and explain why managers should keep abreast of them.

Chapter 3:

a. Describe the supervisor's position in a typical organizational pyramid.
b. Identify and briefly explain common supervisor roles and responsibilities.
c. List skills needed for a supervisor to be successful.
d. Explain why a supervisor should understand transformational change as well as changes within the supervisor's area.
e. Identify key trends impacting supervisors.

2. **Learning Activities:**
   a. Classroom lecture/discussion. *(FA4)*
   b. Reading assignments. *(FA1)*
   c. Homework and other assignments. *(CCI, FC1)*

3. **Unit Outline:** Follow the sequence of unit learning outcomes.

**B. Lesson Two:** Chapter 4-6

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

   **Chapter 4:**
   a. Define leadership and list characteristics of an inspiring leader.
   b. Describe what developing your people means.
   c. Identify and discuss basic leadership theories and models.
   d. Describe transformational and servant leadership.

   **Chapter 5:**
   a. Identify and discuss characteristics of high-performance teams.
   b. Describe the stages of developing work groups into effective teams.
   c. Name three special types of teams.
   d. Explain how to build effective face-to-face and virtual teams.
   e. Describe empowerment and explain how it differs from delegation.
   f. Explain delegation and list steps to delegate effectively.

   **Chapter 6:**
   a. Explain what well-written organizational vision, mission, and values statements should accomplish.
   b. Describe three types of plans that are linked to the organization's mission and two additional important types.
   c. Describe the importance of goals and how to write SMART goals.
   d. Identify steps for operational planning.
   e. Explain the basic planning and control cycle, and discuss the importance of assessing performance and measuring outcomes.
   f. Summarize why accountability is important.

2. **Learning Activities:**
   a. Classroom lecture/discussion. *(FA4)*
   b. Reading assignments. *(FA1)*
   c. Homework and other assignments. *(CCI, FC1)*
3. **Unit Outline**: Follow the sequence of unit learning outcomes.

C. **Lesson Three**: Chapters 7-9

1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

   Chapter 7:
   
   a. Explain why effective recruitment is important.
   b. Describe the basic process of doing a job analysis, job specification, and job description.
   c. Explain why both internal and external recruiting are important.
   d. Describe several strategies for external recruiting.
   e. Identify five sources of data used to make selection decisions.

   Chapter 8:
   
   a. Explain the importance of planning new employee orientation.
   b. Describe steps to prepare for the new hire's first day.
   c. List topics that should be included in the company and job-specific orientations.
   d. Describe key elements of an orientation training plan.
   e. Discuss the reasons companies invest in training.
   f. Describe the six-step plan to link training to job performance.
   g. Discuss strategies for cultivating a productive coaching relationship and developing peak performers.

   Chapter 9:
   
   a. Distinguish formal performance appraisals from employee feedback.
   b. Describe at least five appraisal techniques.
   c. Explain the criteria that make a performance appraisal legally defensible, and discuss the importance of record keeping and confidentiality.
   d. Describe steps that can be taken to make the appraisal system relevant.
   e. Explain why performance appraisals should include both quantitative and qualitative measures.
   f. Describe factors that influence compensation and the three basic types of decisions for designing a compensation system.
   g. Compare individualized and team rewards and provide examples of each.

2. **Learning Activities**:

   a. Classroom lecture/discussion. (FA4)
   b. Reading assignments. (FA1)
   c. Homework and other assignments. (CCI, FC1)
3. **Unit Outline**: Follow the sequence of unit learning outcomes.

**D. Lesson Four: Chapters 10-12**

1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

   **Chapter 10:**
   
   a. List and describe key employment and labor laws that should be familiar to all managers.
   b. List and describe anti-discrimination laws that should be familiar to all managers.
   c. Describe the manager's role in preventing discrimination.
   d. Identify and describe five generally acknowledged unethical practices.
   e. Discuss the process of making ethical decisions.

   **Chapter 11:**
   
   a. Explain why corporate culture is important in creating an effective work environment.
   b. Describe four steps managers can take to enhance employee motivation.
   c. Specify expected behaviors that might be included in an organizational attitude standard.
   d. Identify the five core values necessary to support innovation.
   e. Discuss the concept of learning to be more creative, and suggest how managers can help employees become more creative.
   f. Describe six steps managers can take to help create a positive work environment.
   g. Explain how managers can create a productive work environment.

   **Chapter 12:**
   
   a. Explain how projects can be created and authorized.
   b. Describe what the scope of the project means and how risk is managed.
   c. List several factors that determine how project teams are formed.
   d. Describe the initial or strategic project plan.
   e. Explain why Gantt charts are so useful in project management.
   f. Describe how the project operational plan differs from the initial or strategic project plan.
   g. Describe the roles of ground rules and team communication guides when a project is launched.
   h. Describe who is accountable for monitoring and tracking a project from the time it is launched until it is terminated.
   i. Describe the key things that must be accomplished to terminate a project successfully.

2. **Learning Activities:**
a. Classroom lecture/discussion. (FA4)
b. Reading assignments. (FA1)
c. Homework and other assignments. (CCI, FC1)

3. **Unit Outline:** Follow the sequence of unit learning outcomes.

D. **Lesson Five:** Chapters 13-15

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

Chapter 13:

a. Describe the levels and types of communication required in organizations.
b. Describe how technology can be used to remove time and distance communication barriers.
c. Explain several ways in which culture affects managerial communication.
d. Explain what is meant by media richness and how managers can use it to decide on the media to be used in communicating.
e. List four or five things you can do or avoid doing to enhance listening.
f. Describe three or four techniques for asking effective questions.
g. Explain what is meant by nonverbal communication and how it affects workplace communication.
h. Describe two or three things you can do to improve writing in the workplace.

Chapter 14:

a. Describe the six-step process that can be used to get underachievers on track.
b. Explain what is meant by progressive discipline and the steps taken to implement a progressive discipline plan.
c. Explain why it is important to handle termination effectively and provide several tips to do so.
d. Identify and describe five styles to resolve workplace conflict.
e. Describe two difficult situations to manage and give helpful suggestions on how to manage them.

Chapter 15:

a. Explain what is meant by self-awareness and describe its value.
b. Describe how you can adapt a SWOT analysis to your career planning.
c. Explain how you can use self-assessment tools for personal discovery.
d. Explain how managers should use assessment tools to make personnel decisions.
e. Describe how managers and current or potential employees can use skills inventory tools.
f. Explain what is meant by emotional intelligence and why it is important.
g. Describe how you can leverage your strengths in the workplace.
2. **Learning Activities:**
   
a. Classroom lecture/discussion. *(FA4)*
b. Reading assignments. *(FA1)*
c. Homework and other assignments. *(CCI, FC1)*

3. **Unit Outline:** Follow the sequence of unit learning outcomes.