COURSE DESCRIPTION

A. Principles of Management provide concepts, terminology, principles, theories, and issue in the field of management.

B. BMGT 1327 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, Cl & 2, B, etc.) and foundation skills (Cl, 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. Explain the various theories, processes and functions of management.

B. Apply theories to a business environment.

C. Identify leadership roles in organizations.

E. Describe elements of the communication process.
The following SCANS competencies and foundation skills will be covered in this course:

1. Competencies
   a. Resources
      (1) Time (CA1)
   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

IV. COURSE REQUIREMENTS
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)

A. Class Attendance: (Refer to CTC Catalog 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
B. **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. Test grades only are do not allow enough points to earn a passing grade. *(FA2,5).* Online courses will include additional written work instead of an oral presentation and classroom participation.

C. **Mindtap** – Students are required to complete an assignment for each chapter.

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)*

V. **EXAMINATIONS**

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

There will be three major scheduled examinations as follows:

1. First Exam
2. Second Exam
3. Third 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, each worth 5 points, to encourage student preparation for class periods. There will be no makeup for spot quizzes. *(FC4)*

VI. **SEMESTER GRADE COMPUTATIONS**

A. **Summary of requirements point values:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1-3</td>
<td>500</td>
</tr>
<tr>
<td>Written assignment or Discussion Boards</td>
<td>200</td>
</tr>
<tr>
<td>Participation/Mindta</td>
<td>200</td>
</tr>
<tr>
<td>Oral assignment or Case Studies</td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

Note: Instructor may choose to offer comprehensive final as Exam 3.

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.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>0-599</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Course Withdrawal:** It is the student's responsibility to officially drop 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. The withdrawal form must be signed by the student.

The form 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 may not withdraw from a class for which the instructor has previously issued the student a grade of “F” for scholastic dishonesty.

B. **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 “IP” 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.

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

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

F. **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.

G. **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.

**VIII. COURSE OUTLINE**

A. **Unit One**: Chapter 1

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

   Chapter 1:

1. Describe five management competencies that are becoming crucial in today's fast-paced and rapidly changing world.
2. Explain the difference between efficiency and effectiveness and their importance for organizational performance.
3. Describe technical, human, and conceptual skills and their relevance for managers.
4. Summarize personal challenges involved in becoming a new manager.
5. Describe ten roles that managers perform in organizations.
6. Explain the unique characteristics of the manager's role in small businesses and nonprofit organizations.
7. Identify and explain recent developments in the history of management thought.
8. Describe the major components of the classical, humanistic-management perspective, as well as management science and its current uses.
9. Explain the major concepts of systems thinking, the contingency view, and total quality management.
10. Name contemporary management tools and some reasons that management trends change over time.
11. Describe the management changes brought about by a technology-driven workplace, including the role of social media programs, customer relationship management (CRM) and supply chain management.

2. **Learning Activities**:
B. **Unit Two:** Chapters 2-4

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

   **Chapter 2**
   1. Define an organizational ecosystem and how the general and task environments affect an organization’s ability to thrive.
   2. Explain the strategies managers use to help organizations adapt to an uncertain or turbulent environment.
   3. Define corporate culture.
   4. Provide organizational examples of symbols, stories, heroes, slogans, and ceremonies and explain how they relate to corporate culture.
   5. Describe four types of corporate culture.
   6. Examine the relationship between culture, corporate values, and business performance.
   7. Define a cultural leader and explain the tools that a cultural leader uses to create a high-performance culture.

   **Chapter 3**
   1. Define globalization and explain how it is creating a borderless world for today’s managers.
   2. Describe a global mind-set and why it has become imperative for companies operating internationally.
   3. Discuss how the international landscape is changing, including the growing power of China, India, and Brazil.
   4. Describe the characteristics of a multinational corporation.
   5. Explain the bottom of the pyramid concept.
   6. Define outsourcing and the three common market entry strategies: exporting, licensing, and direct investing.
   7. Indicate how dissimilarities in the economic, sociocultural, and legal-political environments throughout the world can affect business operations.
   8. Explain why it is important for managers to develop their cultural intelligence.

   **Chapter 4**
   1. Define ethics and explain how ethical behavior relates to behavior governed by law and free choice.
   2. Discuss why ethics is important for managers and identify recent events that call for a renewed commitment to ethical management.
   3. Explain the utilitarian, individualism, moral rights, justice, and practical approaches for making ethical decisions.
   4. Describe the factors that shape a manager’s ethical decision making, including levels of moral development.
   5. Identify important stakeholders for an organization and discuss how managers balance the interests of various stakeholders.
   6. Explain the philosophy of sustainability, including the triple bottom line, and why organizations are embracing it.
   7. Define corporate social responsibility and how to evaluate it along economic, legal, ethical, and discretionary criteria.
   8. Discuss how ethical organizations are created through ethical leadership and organizational structures and systems.

   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.

   **Unit Three:** Chapters 5-6

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

Chapter 5
1. Define goals and plans and explain the relationship between them.
2. Explain the concept of organizational mission and how it influences goal setting and planning.
3. Discuss the benefits and limitations of planning.
4. Describe contingency planning, scenario building, and crisis planning, and explain the importance of each for today’s managers.
5. Identify innovative planning approaches that managers use in a fast-changing environment.
6. Define the components of strategic management and discuss the three levels of strategy.
7. Explain the strategic management process.
8. Summarize how SWOT analysis can be used to evaluate a company’s strengths, weaknesses, opportunities, and threat.
9. Describe Michael Porter’s competitive forces and strategies.
10. Explain organizational dimensions that managers use to execute strategy.

Chapter 6
1. Explain why decision making is an important component of good management.
2. Compare and contrast programmed and nonprogrammed decisions, and describe the decision characteristics of certainty and uncertainty.
3. Compare the ideal, rational model of decision making to the political model of decision making.
4. Explain the process by which managers actually make decisions in the real world.
5. Summarize the six steps used in managerial decision making.
6. Describe four personal decision styles used by managers.
7. Identify the biases that frequently cause managers to make bad decisions.
8. Explain innovative techniques for decision making, including brainstorming, evidence-based management, and after-action reviews.

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. Unit Four: Chapters 7-9

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

Chapter 7
1. Discuss the fundamental characteristics of organizing and explain work specialization, chain of command, span of management, and centralization versus decentralization.
2. Describe functional and divisional approaches to structure.
3. Explain the matrix approach to structure and its application to both domestic and international organizations.
4. Describe the contemporary team and virtual network structures and why they are being adopted by organizations.
5. Explain why organizations need coordination across departments and hierarchical levels, and describe mechanisms for achieving coordination.
6. Identify how structure can be used to achieve an organization's strategic goals.
7. Define production technology and explain how it influences organization structure.

Chapter 8
1. Define organizational change and identify some reasons why people frequently resist change.
2. Explain disruptive innovation and the ambidextrous approach as possible responses to the forces that drive innovation and change in today’s organizations.
1. Explain the strategic role of human resource management.
3. Explain what the changing social contract between organizations and employees means for workers and human resource managers.
4. Show how organizations determine their future staffing needs through human resource planning.
5. Describe the tools that managers use to recruit and select employees.
6. Describe the pervasive demographic changes occurring in the domestic and global workforces and how corporations are responding.
7. Summarize the factors that affect women’s opportunities, including the glass ceiling, the opt-out trend, and the female advantage.

E. **Unit Five: Chapters 10-14**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:
**Chapter 10**

1. Explain why understanding yourself is essential for being a good manager, and describe two methods for enhancing self-awareness.
2. Discuss the importance of job satisfaction and trust for effective employee performance.
3. Describe the perception process and explain internal and external attributions.
4. Define major personality traits and describe how personality can influence workplace behaviors.
5. Identify positive and negative emotions and describe how emotions affect behavior.
6. Define the four components of emotional intelligence and explain why they are important for today’s managers.
8. Explain the difference between challenge stress and threat stress.
9. Identify ways individuals and organizations can manage stress to improve employee health, satisfaction, and productivity.

**Chapter 11**

1. Define leadership and explain its importance for organizations.
2. Describe the leadership trends emerging in today’s organizations, including Level 5 leadership, servant leadership, and authentic leadership.
3. Discuss how women’s style of leading is typically different from men’s.
4. Identify personal characteristics associated with effective leaders.
5. Define task-oriented behavior and people-oriented behavior and explain how these categories are used to evaluate and adapt leadership style.
6. Describe the situational model of leadership and its application to subordinate participation.
7. Describe transformational leadership and when it should be used.
8. Explain how followership is related to effective leadership.
9. Identify sources of leader power and the tactics that leaders use to influence others.

**Chapter 12**

1. Define motivation and explain the difference between intrinsic and extrinsic rewards.
2. Identify and describe content theories of motivation based on employee needs.
3. Identify and explain process theories of motivation.
4. Describe the reinforcement perspective and social learning theory and how they can be used to motivate employees.
5. Discuss major approaches to job design and how job design influences motivation.
6. Explain how empowerment heightens employee motivation.
7. Identify three elements of employee engagement and describe some ways that managers can create a work environment that promotes engagement.
8. Describe how managers give people a sense of making progress toward meaningful goals to build a thriving workforce and create a high-performing organization.

**Chapter 13**

1. Explain why communication is essential for effective management.
2. Describe the model of communication.
3. Explain how an open communication climate and the choice of a communication channel influence the quality of communication.
4. Clarify how communicating with candor, asking questions, listening, and nonverbal communication affect communication between a manager and an employee.
5. Describe the manager’s role in using social media to improve organizational communication.
6. Explain the role of personal communication channels, including networks and the grapevine, in enhancing organizational communication.
7. Compare and contrast formal and informal organizational communications.
8. Summarize strategies for managing communication during a crisis.

**Chapter 14**

1. Explain contributions that teams make and how managers can make teams more effective.
2. Identify the types of teams in organizations.
3. Summarize some of the problems and challenges of teamwork.
4. Identify ways in which team size and diversity of membership affect team performance.
5. Identify roles within teams and the type of role that you could play to help a team be effective.
6. Explain the general stages of team development.
7. Explain the concepts of team cohesiveness and team norms and their relationship to team performance.
8. Identify the causes of conflict within and among teams and explain how to reduce conflict.
9. Describe the different characteristics and consequences of task conflict versus relationship conflict.
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.

F. Unit Six: Chapters 15

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

Chapter 15
1. Define organizational control and explain why it is a key management function.
2. Explain the four steps in the control process.
3. Describe the benefits of using a balanced scorecard to track the performance and control of the organization.
4. Contrast the hierarchical and decentralized methods of control.
5. Explain the benefits of open-book management.
6. Describe the concept of total quality management (TQM) and major TQM techniques, including quality circles, benchmarking, Six Sigma principles, quality partnering, and continuous improvement.
7. Discuss the use of financial statements, financial analysis, and budgeting as management controls.
8. Identify current trends in quality and financial control, including ISO 9000 and corporate governance, and their impact on organizations.

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.