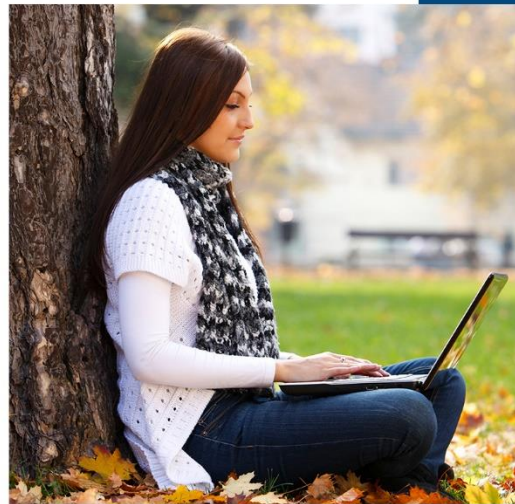
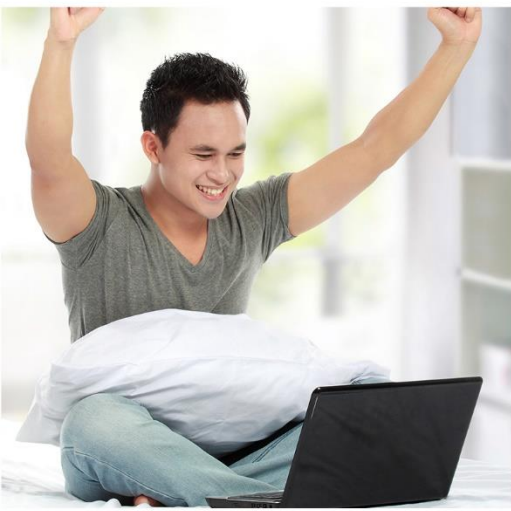




School of  
Distance Education  
Andrews University

# SYLLABUS



**BSAD 355 Principles of Management  
Summer 2021**

# BSAD 355 Principles of Management

## School of Distance Education

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

This course introduces concepts of effective management in organizational settings. Its primary emphases include the organizational processes necessary for organizational effectiveness (planning, organizing, leading, and controlling), the nature of individual and group behavior, and the role of management in facilitating a mutually satisfying fit between employee needs and organizational requirements.

### Required Text/Material

Jones, G.R. and George, J.M. (2017). *Essentials of Contemporary Management*. (7th ed.). New York, NY: McGraw-Hill Education.

Cafferky, M.E. (2013). *Scriptural Foundations for Management*. Berrien Springs, Michigan: Andrews University Press.

**NOTE:** We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

## Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via discussion forums, analyzing case studies, watching videos, taking quizzes, and a mid- and final exam, writing a final research paper, and presenting the paper through a PowerPoint presentation.

A recommended weekly schedule to divide your time is provided below

Readings: 3 hours  
Lectures/videos: 2 hours  
Interactive Discussions: 1 hour  
Case Studies: 1 hour  
Weekly work on Final Paper and PPT presentation: 1 hour  
Studying for Upcoming Quizzes and Exams: 1 hour

## Student Learning Outcomes

The student learning objectives of this course are to:

- SLO1 Explain what management is and what managers do.
- SLO2 Identify the critical environmental and competitive issues facing managers today.
- SLO3 Describe and explain how ethical behavior affects management and organizational effectiveness.
- SLO4 Discuss the planning process and its importance in the work performed by managers.
- SLO5 Demonstrate analytical and problem-solving skills in making management decisions.
- SLO6 Explain the concepts of organizing and delegating work.
- SLO7 Evaluate the major models of leadership and motivation, and suggest situations when they may be successfully applied.
- SLO8 Explain the control and quality functions in business organizations.
- SLO9 Evaluate the practical relevance of the theories and techniques covered in this course.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include reading, accessing instructional materials, interacting with your instructor and classmates via discussion forums, analyzing case studies, watching videos, taking quizzes, and a mid- and final exam, writing a final research paper, and presenting the paper through a PowerPoint presentation. Regular participation in the course is essential to good performance.

### Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox (Safari is not compatible with LearningHub)
- Software: MS Office 2013 or newer ([student copy here](#))

## LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

## Assessment Descriptions

**Discussions** – Students will participate in discussion blogs addressing questions related to the topics of each week. This exercise will allow participants to consider significant questions raised by the teacher pertaining to their personal lives, spiritual welfare, and place in the world. Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.



**There is a total of seven discussion blogs in this course.** Responses should be sufficient to answer the questions. Think of the discussion blog exercise as an opportunity to think critically about the world of management and organization. A chance to record your thoughts and in the process have your perspective broadened. This assignment is worth 40 points.

**Graded Case Study** - A case study is a short description of a real business situation that includes analysis and critical thinking. Analyzing case studies gives you the opportunity to apply concepts to real business problems. Usually, there is not a "right or wrong" answer. Rather, cases provide a vehicle for you to demonstrate your understanding and ability to apply course concepts. Each case study will comprise approximately 4-5 pages in length (not including title and reference pages).

**Reflection Videos** -During this course, you have three reflection video assignments that requires you to reflect on your spiritual perspective and who you are as a Christian practicing business. Each different question aims to prepare a person of faith for a career in the world of business, whether in for-profit or not-for-profit enterprise. Answering these questions is based on your reading of Cafferky (2013) *Scriptural Foundations for Management* and your understanding of your worldview. Reflection videos are submitted to a Dropbox in the LearningHub.

**Quizzes** – Complete quizzes by choosing the correct answer for each question. These will consist of 15 questions, multiple choice type questions that will be relative to what is covered in the chapters, PowerPoints, and Online lectures. This is a timed exam. You have 45 minutes to complete each quiz. Per to [Andrews University's Honesty Policy](#): "*A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty. Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action*".

**Final Paper / Presentation** — Your final paper/presentation will demonstrate your mastery of the management process today. This paper is a research-based paper on a selected topic picked by you. Any topic covered in class may be used. Some suggested topics are but are not limited to:

- The Management Process Today
- Managing Ethics and Diversity
- Designing Organizational Structure
- Effective Team Management
- Motivation

Your topic is due in week 8 and the Final Paper/Presentation is due in week 15. Your final project/presentation should comprise approximately 6-8 pages in length in a Word document and 4-6 PowerPoint slides (excluding the cover page and reference listing), formatted and written in APA style, use Times New Roman, 12-point font, with one-inch margins. You must include at least three additional resources (articles, journals, etc.), in addition to your course textbook, to support your materials.

Your paper should have:

- Introduction
- Objective / Challenges
- Conclusion
- References

For this assignment, you will complete and submit your final project/presentation for evaluation.

Below are instructions for voice over in a PowerPoint. If you have never used the recorded presentation function in PowerPoint [the following resources may be helpful](#).

### Rubrics

<b>Discussions Participation Rubric</b>			
<b>30-23 pts</b>	<b>22-15 pts</b>	<b>14-7pts</b>	<b>6-0 pts</b>
Your posts covered the content sufficiently by expanding on the main points of the conversation; you used critical thinking and related to personal experiences in a way that showed analysis of the topic.	Your posts covered the content by discussing the main topics; you used critical thinking and related to personal experiences.	You covered the content by identifying the main topics; there was little evidence of critical thinking.	Main topics were not covered or you digressed from the topic at hand.
Your initial posts were appropriate length, meeting or exceeding two paragraphs.	Your posts were mostly appropriate length, one-two paragraphs long.	Your posts were not appropriate length and were less than one paragraph in length.	Your posts were minimally developed.
You showed professional writing skills, grammar, sentence structure, word choice and spelling. APA formatting and relevant references were used.	You showed professional writing skills, grammar, sentence structure, word choice and spelling. APA formatting and relevant references were minimally used.	You showed writing skills, grammar, sentence structure, word choice and spelling that contained a few errors. APA formatting and relevant references were used but erroneous.	You showed a lack of control proper grammar, spelling and mechanics in standard English. APA formatting and relevant references were not evident.

### Rubric for Case Studies Assignments

<b>Criterion</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>Application question</b>	You thoroughly answer the question and demonstrate a sophisticated, in-depth understanding of the topic(s) through a well-reasoned and thoughtful response; your answer is substantive, with relevant references and examples and a clear connection to the readings where necessary.	You satisfactorily answer the question and demonstrate a basic understanding of the topic(s); your answer is generally correct but lacks full development and a clear connection to the readings where necessary.	You incompletely answer the question and demonstrate a limited understanding of the topic(s); your answer lacks substantive information and connection to the readings where necessary.	You insufficiently answer the question and demonstrate an inadequate understanding of the topic(s); your answer is off-topic, incorrect, or irrelevant to the readings.
<b>Mechanics</b>	You write in complete, well-constructed sentences with faultless grammar, word choice, punctuation, and spelling; writing is sharp, coherent, and demonstrates sophisticated clarity.	You write in complete sentences with mostly correct grammar, word choice, punctuation, and spelling; minor errors may exist but do not compromise meaning.	You write in unclear sentences with significant errors in grammar, word choice, punctuation, and spelling that may compromise meaning.	You write in incomplete, incomprehensible sentences filled with serious errors in grammar, word choice, punctuation, or spelling.
<b>Sources and documentation</b>	You clearly and effectively document sources of information with in-text citations linking to references at the end of the paper; APA format is complete and entirely accurate.	You properly document sources of information with in-text citations linking to references at the end of the paper; APA format may include a few minor errors.	You incompletely document sources of information with in-text citations linking to references at the end of the paper; APA format includes significant errors.	You inadequately document sources of information with either in-text citations references at the end of the paper; whatever documentation exists includes multiple and serious errors.
<b>Completeness</b>	You effectively fulfill the length requirement for the assignment, thoroughly address all assignment criteria, and fully develop and explore concepts.	You fulfill the length requirement for the assignment and sufficiently address assignment criteria and explore concepts.	You minimally fulfill the length requirement for the assignment and incompletely address criteria and explore concepts.	You do not fulfill the length requirement for the assignment and inadequately address assignment criteria and explore concepts.

**Exams**

There is one exam for this course. The midterm exam covers material from Chapters 1-7 and is made up of multiple-choice questions and worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 20% of your grade. This exam requires proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons/Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course Orientation Course Review Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 17 – 20	Jones & George (2017): Chapter 1 The Management Process Today. Cafferky, M.E. (2013). <i>Scriptural Foundations for Management</i> . Review Chapter PPT's Watch Online Lecture	Case Study 1 Reflection Video #1 Due May 27, 11:59 PM	SLO1
2 May 21 – 27	Jones & George (2017): Chapter 2 Values, Attitudes, Emotions, and Culture: The Manager as a Person Jones & George (2017): Chapter 3 Managing Ethics and Diversity Review Chapter PPT's Watch Online Lecture	Discussion #1 Quiz 1, Chapter 1-2 Case Study 2	SLO2 SLO3
3 May 28 – June 3	Jones & George (2017): Chapter 4 Managing in the Global Environment Review Chapter PPT's	Discussion #2 Quiz 2, Chapter 3-4	SLO6
4 June 4 – 10	Jones & George (2017): Chapter 5 Decision Making, Learning, Creativity, and Entrepreneurship Jones & George (2017): Chapter 6 Planning, Strategy, and Competitive Advantage Review Chapter PPT's Watch online lecture	Case Study 3 Reflection Video #2 Discussion #3 Quiz 3, Chapter 5-6	SLO4 SLO7
5 June 11 – 17	Jones & George (2017): Chapter 7 Designing Organizational Structure Review Chapter PPT's Watch Online Lecture	Case Study 4 (CHAPTERS 1-7) Final Paper/ Presentation Topic	SLO1-SLO7
<b>PROCTORED MIDTERM EXAM</b>			
6 June 18 – 24	Jones & George (2017): Chapter 8 Control, Change, and Entrepreneurship Review Chapter PPT's Watch Online Lecture	Discussion #4 Quiz 4, Chapter 7-8	SLO7
7 June 25 – July 1	Jones & George (2017): Chapter 9 Motivation Review Chapter PPT's Watch online lecture	Case Study 5 Reflection Video #3	SLO6
8 July 2 – 8	Jones & George (2017): Chapter 10 Leaders and Leadership Review Chapter PPT's Watch Online Lecture	Discussion #5 Quiz 5, Chapter 9-10	SLO6
9 July 9 – 15	Jones & George (2017): Chapter 11 Effective Team Management Review Chapter PPT's Watch Online Lecture	Case Study 6	SLO2
10 July 16 – 22	Jones & George (2017): Chapter 12 Building and Managing Human Resources Review Chapter PPT's	Discussion #6 Quiz 6, Chapter 11-12	SLO4
11 July 23 – 29	Jones & George (2017): Chapter 13 Communication and Information Technology Management Review Chapter PPT's Watch Online Lecture	Case Study 7	SLO3
12 July 30 – August 6	Jones & George (2017): Chapter 14 Operations Management: Managing Vital Operations and Processes Review Chapter PPT's Watch Online Lecture	Discussion #7 Quiz 7, Chapter 13-14 Final Paper/Presentation	SLO5



### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
10%	Discussion Questions
10%	Quizzes
10%	Reflection Videos
30%	Assignments – case studies
20%	Midterm
20%	Final paper/presentation
<b>100%</b>	<b>Total Percent Possible</b>

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.