

ECBA 301: Principles of Management

Prerequisite(s):

Credits: 3



I. Course Description

Principles of Management introduces students to management philosophies in today's changing world. It introduces globalization, ethics, diversity, communication, and innovation from a managerial perspective.

II. Course Objectives

At the end of this course, students will be able to:

CO1 Examine the history of management, current environment and managerial issues.

CO2 Determine skills needed to be in a managerial position from an individual perspective.

CO3 Analyze and apply decision-making tools utilized in making decisions to planning and goal-setting.

CO4 Explore various organizational structures, entrepreneurship, and related designs.

CO5 Understand role of diversity and globalization as it relates to work groups and work teams.

CO6 Evaluate approaches to communication to best fit an organizational structure.

CO7 Apply theories of leadership and motivation to best fit an organizational structure.

CO8 Examine how social responsibility, ethics and one's faith can affect management decisions.

CO9 Assess approaches to controlling work and organizational processes in managing operations.

III. Course Textbooks and Reading Materials

***Students will receive access to the textbook from the bookstore prior to the start of the course.**

Fundamentals of Management, 11th Edition

Stephen P. Robbins, Mary Coulter, and David A. DeCenzo

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Module One – Week 1
Introduction to Management

Learning Objectives (LO)

At the end of this module, you should be able to:

- 1.1 Tell who managers are and where they work. (CO1)
- 1.2 Define management. (CO1)
- 1.3 Describe what managers do. (CO1)
- 1.4 Explain why it is important to study management. (CO1, CO8)
- 1.5 Describe the factors that are reshaping and redefining management. (CO1)
- 1.6 Describe key employable skills gained from studying management that are applicable to your future career, regardless of your major. (CO2)
- 1.7 Explain what the external environment is and why it is important. (CO1)
- 1.8 Discuss how the external environment affects managers. (CO1)
- 1.9 Describe organizational culture and related current issues and explain why it's importance. (CO1)
- 1.10 Explain globalization and its impact on organizations. (CO5, CO8)
- 1.11 Discuss how society's expectations are influencing managers and organizations. (CO1)
- 1.12 Discuss the factors that lead to ethical and unethical behaviors in organizations. (CO1, CO8)
- 1.13 Describe how the workforce is changing and its impact on the way organizations are managed. (CO1)

Reading

Chapter 1: Managers and Management in Today's Workplace

History Module: A Brief History of Management's Roots

Chapter 2: The Management Environment

Chapter 3: Important Managerial Issues

Lecture

PowerPoint Chapter 1

PowerPoint History Module

PowerPoint Chapter 2

PowerPoint Chapter 3

Deliverables

Introductory Discussion: (20 Points)

Discussion: 'What do Managers Actually Do?' (LO1.1, LO 1.2, LO 1.3) (40 points)

Writing Assignment: Chapter 2, Case Application #3, Organizational Culture, openness, pay transparency. (LO 1.7, LO 1.8, LO 1.9) (60 points)

Test: LO's 1.1 – 1.13 (40 points)

Module Two – Week 2

Making Decisions, Planning and Goal Setting

Learning Objectives (LO)

At the end of this module, you should be able to:

- 2.1 Describe the decision-making process. (CO3)
- 2.2 Explain the three approaches managers can use to make decisions. (CO3)
- 2.3 Describe the types of decisions and decision-making conditions managers face. (CO3)
- 2.4 Discuss group decision making. (CO3)
- 2.5 Discuss contemporary issues in managerial decision making. (CO3)
- 2.6 Discuss the nature and purposes of planning. (CO3)
- 2.7 Explain what managers do in the strategic planning process. (CO3)
- 2.8 Compare and contrast approaches to goal setting and planning. (CO3)
- 2.9 Discuss contemporary issues in planning. (CO3)

Reading

Chapter 4: Making Decisions

Quantitative Module: Quantitative Decision-Making Tools

Chapter 5: Planning and Goal Setting

Lecture

PowerPoint: Chapter 4

PowerPoint: Quantitative Module: Quantitative Decision-Making Tools

PowerPoint: Chapter 5

Deliverables

Discussion: 'Give an example of a time where you were involved in a decision-making process and how you and your group or team worked through that process. Did you resolve the issue and come to a solution? How could the process have been better?' (LO 2.1 – 2.5) (40 points)

Writing Assignment: Chapter 5 Case Application #2: Strategic Change, strategic planning, and strategic leadership. (LO 2.6-LO 2.9) (50 points)

Test: (LO 2.1-2.9) (50 points)

Module Three – Week 3

Managing Change, Innovation, and Entrepreneurial Ventures

Learning Objectives

At the end of this module, you should be able to:

- 3.1 Define organizational change and compare and contrast views on the change process. (CO4)
- 3.2 Explain how to manage resistance to change. (CO4)
- 3.3 Describe what managers need to know about employee stress. (CO2, CO7)
- 3.4 Discuss techniques for stimulating innovation. (CO7, CO8)
- 3.5 Explain what disruptive innovation is and why managing it is so important. (CO4, CO7)
- 3.6 Define entrepreneurship and explain why it's important. (CO4)
- 3.7 Explain what entrepreneurs do in the planning process for new ventures. (CO4)
- 3.8 Describe the six legal forms of organization and the choice of appropriate organizational structure. (CO4)
- 3.9 Describe how entrepreneurs lead organizations. (CO4, CO7, CO8)
- 3.10 Explain how entrepreneurs control organizations for growth, downturns, and exiting the venture. (CO4)

Reading

Chapter 6: Managing Change and Innovation

Chapter 7: Managing Entrepreneurial Ventures

Lecture

PowerPoint Chapter 6

PowerPoint Chapter 7

Deliverables

Discussion: Give an example of a time that you have responded to organizational changes. It could be changes related to the COVID-19 pandemic, job loss, new leadership, job promotion, etc. How did your faith impact your response? What recommendations would you suggest to others to reduce the stress and resistance to change? (40 points) (LO 3.2, LO 3.3)

Writing Assignment: Chapter 7 Case Application #3: Opportunities, entrepreneurial ideas. (60 points) (LO 3.5, LO 3.6, LO 3.9, LO 3.10)

Test: (LO 3.1 – 3.10) (40 points)

Module Four – Week 4

Organizational Structure and Design

Managing Human Resources and Diversity

Managing Work Groups and Work Teams

Objectives

At the end of this module, you should be able to:

- 4.1 Describe six key elements in organizational design. (CO4)

- 4.2 Identify the contingency factors that favor either the mechanistic model or the organic model of organizational design. (CO4)
- 4.3 Compare and contrast traditional and contemporary organizational designs. (CO4)
- 4.4 Discuss the design challenges faced by today's organizations. (CO4, CO5)
- 4.5 Describe the key components of the human resource management process and the important influences on that process. (CO1, CO4, CO5)
- 4.6 Discuss the tasks associated with identifying and selecting competent employees. (CO1, CO2, CO5)
- 4.7 Explain how employees are provided with needed skills and knowledge. (CO2, CO5, CO6, CO7, CO8)
- 4.8 Describe strategies for retaining competent, high-performing employees. (CO2, CO5, CO6, CO7, CO8)
- 4.9 Discuss contemporary issues in managing human resources. (CO2, CO5, CO6, CO7, CO8)
- 4.10 Explain what workforce diversity and inclusion are and how they affect the Human Resource Management process. (CO2, CO5, CO6, CO7, CO8)
- 4.11 Define *group* and describe the stages of group development. (CO5)
- 4.12 Describe the major concepts of group behavior. (CO5)
- 4.13 Discuss how groups are turned into effective teams. (CO5)
- 4.14 Discuss contemporary issues in managing teams. (CO5)

Reading

Chapter 8: Organizational Structure and Design

Chapter 9: Managing Human Resources and Diversity

Professionalism Module

Chapter 10: Managing Work Groups and Work Teams

Lecture

PowerPoint Chapter 8

PowerPoint Chapter 9

Professionalism Module

PowerPoint Chapter 10

Deliverables

Discussion: Discuss current issues that organizations face with regard to COVID related issues (virtual vs in office; keeping employees safe at work, home-schooling, quarantining, day care, etc.). How are employers responding to these issues? What recommendations would you suggest to your employer (or any employer) on how to deal with these challenges? (LO 4.4, LO 4.9) (40 Points)

Writing Assignment: Chapter 10 Case Application #3. Employees Managing Themselves – Good Idea or Not? (LO 4.1, LO 4.11, LO 4.12, LO 4.13, LO 4.14) (60 Points)

Test: (LO 4.1 – 4.14) (40 points)

Module Five – Week 5

Understanding Individual Behavior Motivating and Rewarding Employees

Objectives

At the end of this module, you should be able to:

- 5.1 Identify the focus and goals of organizational behavior. (CO7, CO9)
- 5.2 Explain the role that attitudes play in job performance. (CO6, CO7, CO8)
- 5.3 Describe different personality theories. (CO6, CO7, CO8)
- 5.4 Describe perception and the factors that influence it. (CO7, CO8)
- 5.5 Discuss learning theories and their relevance in shaping behavior. (CO7, CO8)
- 5.6 Discuss contemporary issues in organizational behavior. (CO5, CO7)
- 5.7 Define and explain motivation. (CO7)
- 5.8 Compare and contrast early theories of motivation. (CO7)
- 5.9 Compare and contrast contemporary theories of motivation. (CO7)
- 5.10 Discuss current issues in motivation. (CO7)

Reading

Chapter 11: Understanding Individual Behavior
Chapter 12: Motivating and Rewarding Employees

Lecture

PowerPoint Chapter 11
PowerPoint Chapter 12

Deliverables

Discussion: Chapter 11 discusses personalities and emotional intelligence. How important is an individual's personality in a work environment? Why is it important to understand your own emotional intelligence? What role does emotional intelligence play in one's job performance? How well do you understand your own emotions? (LO 5.3, LO 5.4) 40 points

Writing Assignment: Chapter 12 Case Application #3: Motivating unique groups of workers, job design. (L.O. 5.6, L.O. 5.7, L.O. 5.10) 60 points

Test: (LO 5.1 – 5.10) 40 points

Module Six – Week 6

Leadership and Trust Managing Organizational and Interpersonal Communication

Objectives

At the end of this module, you should be able to:

- 6.1 Define Leader and Leadership. (CO7)
- 6.2 Compare and contrast early leadership theories. (CO7)
- 6.3 Describe the four major contingency leadership theories. (CO7)
- 6.4 Describe modern views of leadership and the issues facing today's leaders. (CO7)
- 6.5 Discuss trust as the essence of leadership. (CO7, CO8)
- 6.6 Describe what managers need to know about communicating effectively. (CO6)
- 6.7 Explain how technology affects managerial communication. (CO6)
- 6.8 Discuss contemporary issues in communication. (CO6)

Reading

Chapter 13: Leadership and Trust

Chapter 14: Managing Organizational and Interpersonal Communication

Lecture

PowerPoint Chapter 13

PowerPoint Chapter 14

Deliverables

Discussion: Give an example of both a good leader and a bad leader with whom you have experienced. It can be a manager, coach, community leader, etc. Based on Exhibit 13-1, Traits Associated with Leadership, what traits did each leader possess? What did you learn about leadership from these individuals? (LO 6.1, LO 6.4) (40 points)

Writing Assignment: Chapter 14 Case Application #3: Feedback (LO 6.4, LO 6.6, LO 6.7, LO 6.8) 60 points

Test: (LO 6.1 – 6.8) (40 points)

Module Seven – Week 7

Controlling Work and Organizational Processes

Objectives

At the end of this module, you should be able to:

- 7.1 Explain the nature and importance of control. (CO9)
- 7.2 Describe the three steps in the control process. (CO9)
- 7.3 Discuss the types of controls organizations and managers use. (CO9)
- 7.4 Discuss contemporary issues in control. (CO9)
- 7.5 Describe how organizations manage operations and the role that managers play in that process. (CO9)

Reading

Chapter 15: Controlling Work and Organizational Processes

Operations Module

Lecture

PowerPoint: Chapter 15

PowerPoint: Operations Module

Deliverables

Writing Assignment: Chapter 15, Case Application #2: Employee Performance Controls. (LO 7.1 – LO 7.5) 40 points

Cumulative Final Exam: (LO 1.1 – 7.5) (100 points)

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

- A = 90-100
- B+ = 87-89
- B = 80-86
- C+ = 77-79
- C = 70-76

D = 60-69

F = <60

Undergraduate Discussion Board Rubric – Introduction (First week only)

<u>Criteria</u>	<u>Minimal</u>	<u>Effective</u>
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

<u>Initial Post Rubric</u>	<u>Content</u>	<u>Support & References</u>	<u>Mechanics & Length</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 200 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post 178-200 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source. • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors

Minimal 0-69%	<ul style="list-style-type: none"> Provides weak contribution to the discussion board Does not convey concept understanding Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Addresses questions in a manner that is unclear Not appropriate APA format 	<ul style="list-style-type: none"> Post is less than 158 words Poorly written 0 points for posts submitted after 11:59 PM EST on Thursday
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Discussion Board Peer Response Rubric – Undergraduate

<u>Peer Response Rubric</u>	<u>Content</u>	<u>Support & References</u>	<u>Mechanics & Length</u>
Mastery 90-100%	<ul style="list-style-type: none"> Advances discussion providing additional commentary that is relevant or offers an alternative Critical thought development is evidenced by thoughtful and meaningful responses Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the posts Proper APA format 	<ul style="list-style-type: none"> Post exceeds 150 words Very well written
Effective 80-89%	<ul style="list-style-type: none"> Advances discussion providing additional commentary and critique Responses are correct but mostly restate the peers' viewpoints without development of critical thought Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources Not in appropriate APA format 	<ul style="list-style-type: none"> Post is 133-150 words Well written
Competent 70-79%	<ul style="list-style-type: none"> Shows adequate understanding of the knowledge and concepts posted by peers Responses are mostly, "I agree..." Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> Student cites 1 peer-reviewed source Not in appropriate APA format 	<ul style="list-style-type: none"> Post is 118-132 words A few writing errors.
Minimal 0-69%	<ul style="list-style-type: none"> Shows minor comprehension of concepts and viewpoints from peers. 	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources 	<ul style="list-style-type: none"> Post 0-118 words Poorly written

	<ul style="list-style-type: none"> • Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> • Not appropriate APA format 	<ul style="list-style-type: none"> • 0 points for posts submitted after 11:59 PM EST on Sunday
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Assignment/Case Study/Course Project Rubric

<u>Assignment Rubric</u>	<u>Critical Thinking</u>	<u>References & Organization</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 500 words
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text. 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 450-500 words
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 400-449 words
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-399 words • Poorly written. • 0 points for late assignments

Quantitative Assignment Rubric

<u>Criteria</u>	<u>Minimal</u>	<u>Competent</u>	<u>Effective</u>	<u>Mastery</u>
0 – 100 Percent	0 – 69%	70 – 79%	80 – 89%	90 – 100%
Complete and Accurate Completes the Problems with correct responses. Demonstrates active critical thinking relevant to problem identification, correct and effective solutions.	Work was not complete or fewer than 60% of the solutions were correct. Written responses show lack of critical thought, analysis and application.	Work was generally complete, and at least 70% of responses were correct. Written answers had marginal responses; content, concepts, responses not fully developed.	Demonstrates satisfactory understanding but does not answer all questions/scenarios in full. At least 80% of responses were correct. Demonstrates some knowledge of the content and business vocabulary.	Demonstrates superior knowledge of concepts and theories. 90-100% of the responses were correct. Written responses show critical thought and understanding of terminology.