

Course Number: BA 2010

Course Title: Principles of Management

Course Description:

This course introduces students to management theory and practice, with a focus on the managerial functions of planning, organizing, leading, and controlling. Students explore contemporary issues in management, including stakeholder management, strategic planning, organizational design and culture, ethics, and contemporary models of leadership. 3 credits. (3 plus 0)

Prerequisites: ENG 1252 or concurrent registration

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Conduct a self-assessment to identify managerial competencies.
2. Relate the four managerial functions to different levels of management.
3. Explain how environmental forces influence managerial planning.
4. Discuss the importance of ethics for individuals and organizations, and identify the three main approaches for making ethical judgments.
5. Describe the phases of the planning process, and differentiate between strategic and tactical planning.
6. Discuss the types and methods of controlling in organizations, and identify the relationship between planning and controlling.
7. Explain the fundamentals of organizational design, and discuss the potential benefits and pitfalls of different designs.
8. Explain contemporary motivational theories and models of leadership.
9. Discuss the main elements of the communication process, and describe the guidelines for fostering effective communication.
10. Identify the core elements of culture, and explain the impact of various types of cultures and subcultures in organizations.



BA 2010 Principles of Management Online Course Syllabus

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Bright, D., Cortes, A., et al. (2019). Principles of Management. OpenStax: Houston, TX

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard.

Module	Description	Points
1	Course Preparation Quiz	20 pts.
1	Scavenger Hunt Quiz	25 pts.
1	Traits of a Leader	75 pts.
2	Module 2 Discussion Board Posts and Responses	50 pts
2	Module 2 Management Strategy Assessment	100 pts
2	Module 2 Quiz	50 pts
3	Module 3 Discussion Board Post and Responses	50 pts.
3	Module 3 Management Strategy Assessment	100 pts.
4	Module 4 Discussion Board Post and Responses	50 pts
4	Module 4 Management Strategy Assessment	100 pts
4	Module 4 Quiz	50 pts
5	Module 5 Discussion Board Post and Responses	50 pts
5	Module 5 Management Strategy Assessment	100 pts
	Module 6 Discussion Board Post and Responses	50 pts
6	Module 6 Management Strategy Assessment	100 pts
6	Module 6 Quiz	50 pts
	Total Possible Points	1020 pts.

Discussion Posts and Responses	Each discussion board assignment requires an initial posting to the discussion board per the question assignment, and students' responses to classmates' work. Students' postings need to be substantive and include chapter ideas and concepts to support their answers. Students may also include any professional experiences to enrich the discussion. To complete these discussion board assignments, students' response to your classmates' postings is required by midnight of the last day of each module. This includes a substantive reply to the response post that considers students' initial posts. Substantive replies significantly add to the discussion by building on their comments, suggesting alternative solutions, pointing out problems, and even constructively (and respectfully) disagreeing. The discussion post and response due dates are listed in the Course Schedule; posts are submitted through the link in the appropriate assignments area in the specific module in which they are posting/responding.
Management Strategy Assessments	Students are required to take a management strategy assessment at the end of each module session to ensure learning of the major concepts/terms in each module. The management strategy assessments are not designed as multiple-choice, standardized quizzes but rather as short-answer project-based learning/application non-standardized quizzes.
Quizzes	Students are required to take three multiple-choice quizzes to assess basic knowledge of the concepts presented in this course.

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is:
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for an undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it. Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged

to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from them within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow-up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor." and the university support will act on your behalf to contact your course instructor.

Examples of Performance at Each Grade Range

Examples of performance at each grade level have been provided by:

Elder, L., & Paul, R. (2014). *How to improve student learning*. Tomales, CA: The Foundation for Critical Thinking.

The Grade of A

The essence of A-level work is that it demonstrates excellence overall, with no major weaknesses. o A-level work implies excellence in thinking and performance with the domain of a subject and course.

- o It also implies development of a range of knowledge acquired through critical thought.
- o The work at the end of the course is, on the whole, clear, precise, and wellreasoned, though with occasional lapses into weak reasoning.
- o In A-level work, terms and distinctions are used effectively. o The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
- o The A-level student usually analyzes issues clearly and precisely, usually formulates information clearly, usually distinguishes the relevant from the irrelevant, usually recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well noticeable sensitivity to important implications and consequences.
- o A-level work displays excellent reasoning and problem-solving skills.
- o The A student's work is consistently at a high level of intellectual excellence.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

"The student displays achievements within each [critical thinking, creativity, and continual learning] outcome as evidenced with the following

frequency and depth: typically and characteristically, and with depth of understanding (earning 90% to 100% of the grading event's point value)" (Elder and Paul, 2007).

The Grade of B

The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work.

It has some distinctive weaknesses, though no major ones. o The grade of B implies sound thinking and performance within the domain of a subject and course.

- o It also implies development of a range of knowledge acquired through critical thought, though this range is not as high as A-level work.
- o B-level work at the end of the course is, on the whole, clear precise, and wellreasoned, though with occasional lapses into weak reasoning.
- o On the whole, terms and distinctions are used effectively.
- o The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
- o The student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view.
- o It shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences.
- o B-level work displays good reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

- o "The student displays achievements within each outcome as evidenced with the following frequency and depth: often, but inconsistently and sometimes superficially (earning 80% to 89% of the grading event's point value)" (Elder and Paul, 2007).

The Grade of C

The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths.

- o The grade of C implies some development of knowledge acquired through critical thought.
- o Thus C-level work at the end of the course shows some emerging thinking skills within the subject, but also pronounced weaknesses.
- o Though some assignments are reasonably well done, others are poorly done; or at best are mediocre.

- There are more than occasional lapses in reasoning. ○ Thought terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively.
- Only on occasion does C-level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes.
- Only occasionally does C-level work display intellectual discipline and clarity.
- The C-level student only occasionally analyzes clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, reasons carefully from clearly states premises, or recognizes important implications and consequences.
- Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. ○ On the whole, C-level work shows only modest and inconsistent reasoning and problem-solving skills and sometimes displays weak reasoning and problemsolving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

- “The student displays achievements within each outcome as evidenced with the following frequency and depth: sometimes, but with limited understanding (earning 70% to 79% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of D

The essence of D-level work is that it demonstrates only a minimal level of understanding and skill in the subject. ○ The grade of D implies poor thinking and performance within the domain of a subject and course.

- On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- On the whole, the students are not developing the skills of thought and knowledge requisite to understanding course content.
- Most assignments are poorly done.
- There is little evidence that the students are critically reasoning through assignments.
- Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes.
- In general, D-level thinking lacks discipline and clarity. ○ In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates

information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never reasons carefully from clearly stated premises, or recognizes important implications and consequences.

- D-level work does not show good reasoning and problem-solving skills and frequently displays poor reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

- “The student displays achievements within each outcome as evidenced with the following frequency and depth: rarely (earning 60% to 69% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of F

The essence of F-level work is that the student demonstrates a pattern of unskilled thinking and/or fails to do the required work of the course.

- The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- The student is not developing the skills of thought and knowledge requisite to understanding course content.
- Here are typical characteristics of the work of a student who receives an F.
- A close examination reveals the student does not understand the basic nature of what it means to think within the subject of discipline, and in any case does not display the thinking skills and abilities which are at the heart of the course.
- The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning.
- There is little evidence that the student is genuinely engaged in the task of taking charge of his or her thinking.
- Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking his or her way through them.
- Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identify key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, not reasoning carefully from clearly stated premises, or tracing implications and consequences.
- The student’s work does not display discernible reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

- “The student displays achievements within each outcome as evidenced with the following frequency and depth: virtually never (earning less than 60% of the grading event’s point value)” (Elder and Paul, 2007).