**BA 206: Principles of Management**

**Spring 2019 Draft Syllabus**

**CRN 40027**

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| **Instructor:** | Ian Priestman |  |
| **Phone:** | 541-917-4261 (LB main campus) |  |
| **Email:** | priesti@linnbenton.edu |  |
| **Office:** | MKH 119 |  |
| **Office Hours** | M/W 1:30 - 2:30pm, T/R 2:30 - 3:30pm. One hour by appointment |  |

**Class Times:** T/R 1 - 2:20pm **Room:** RCH 216

**COURSE DESCRIPTION:** The key decision-making role of managers in modern organizations. Includes the study of organizations, management styles, and selected administrative problems. An overview of the processes involved in managing a business, including business planning, organizing, controlling, staffing and leading. Covers various theories of management with emphasis on managing a business in the local, national or international marketplace.

# TEXT: Understanding Management 10E. Authors: Daft and Marcic. Publisher Thomson South Western. ISBN: 9781305502215

**METHOD OF STUDY**:

“Tell me and I forget. Teach me and I remember. Engage me and I learn” - Chinese proverb”

In class discussion, experiential activities. Online lectures to prepare for quizzes. There is an online component to this class.

**OUTCOMES**

1. Discuss the nature of management.
2. Define social responsibility and ethics for management.
3. Discuss the role of planning and organizing for managers.
4. Identify leadership behavior and its impact on the the organization.
5. Demonstrate control methods used by management.
6. Identify cultural differences in an organizational context.

**ASSESSMENT (Please note that grades are in percentages)**

40% Open Book Quizzes (15 quizzes)

20% Multiple choice: Midterm and Final

10%: Presentation: Case for Critical Analysis (Group work)

10% Peer Group Assessment

10% Term paper

10% Participation points

**100% Total**

**Please note: The assessment methods are in percentages. Your points at the end of this class will be calculated as a percentage of 1000 points.**

**Grading:** A = 90-100%, B = 80-89.5 %, C = 70-79.5 %, D = 60-69.5 %, Fail = below 60%

**ASSESSMENT METHODS:**

**Open Book Quizzes (Course outcomes 1-6)**

Quizzes are to be taken over each chapter and should be submitted according to the deadline stated on the quiz. It is your choice when in the week that you take the chapter quizzes. There will be 20 -30 questions over each chapter with one hour allowed to complete the quiz. **It is crucially important that course members are suitably knowledgeable on the chapter content before taking the quiz as there will be little time to seek answers from the text.** When you start the quiz, you cannot close it and come back to it later.

I will not reopen a quiz after it has closed unless there has been a problem with the Moodle server that can be verified by LBCC. Regretfully, I cannot be responsible for any problems with the course member’s computer or textbooks having not arrived by mail.

Deadline for quizzes will be discussed in class.  **Please check your LBCC email for quiz notifications and reminders. Please do not use moodle messaging to contact me.**

**Presentation: Case for Critical Analysis. (Course outcome 1)**

There will be a group project around the cases for critical analysis at the end of each chapter of the text. Read the case and then, as a group, answer the questions. More information about this assessment will be given in class. Presentations are week 10.

If I feel there has been an inequitable workload placed on some members of the group by others, I will use the peer group assessment to grade each group member individually.

**Peer Group Assessment:** Each student must award **EACH** of their group members, points out of 100 for their contribution to the group’s work for the case study. The scores are confidential and without collusion between group members. Students should not award themselves points.

A non-submission of a peer group assessment will indicate that learning has not been managed (see objective 9 in syllabus) and result in a 100 point deduction. The peer group assessment will influence the grade of each individual group member’s presentation grade. Peer assessment is on finals day

**The Midterm and Final (Outcomes 1-6)**

These are closed book, multiple choice examinations and will be over the chapters assigned during the review.

If you are unable to make it to the exam, please notify me beforehand and we can reschedule another time for you. Students cannot take the midterm if they do not notify me of their absence ahead of time.

Remember, your final’s date is a very important attendance date. It is Tues 6/11 at 2:30pm

**Term Paper**  (Outcomes 1-6) The term paper is divided into two parts:

1. The term paper, posted to the Moodle discussion board

I will review the term paper requirement towards the end of term

Each answer should be between a minimum of 2000 and a maximum of 3000 words**.** It is unlikely that an A (as the maximum grade) be obtained from a minimum of 2000 words. Such a word count does not usually allow for sufficient depth to obtain an A grade. For the most part, I grade the discussion on participation, unless a concept has been widely misconstrued.

**Post the term paper on the discussion board by Thursday of week 9** to allow other students time to respond to your work. **Please consult the grading template to ascertain how the term paper will be graded**

2. Responses to other student’ term papers on the moodle discussion board.

You should respond to **four student term papers by Tuesday 11:59 pm of week 10** You should also respond to any questions from me about your postings on the discussion board.

Aresponse should show substance by stating what you agree or disagree with regarding the posting and in some way advance the discussion. Responses limited to ‘Good Job’ ‘Way to go’ etc are not considered substantive responses. I will be looking for content specific responses to other course members. If your response could be applied to any subject e.g. scrapbooking, flower arranging, then it is probably not content specific to management.

Responses to other students should be 100-200 words and do not require academic research sources.

The grading rubric for written work is designed to develop your management skills. **You should note that I expect research beyond the required text for an A to C grade.** **Make sure to cite other research sources using APA referencing.** I am very keen that APA referencing is followed and therefore this requirement is definitely not negotiable. Accurate referencing technique can be carried on to most other academic courses and therefore is worth persevering with.

Here is a site to help you with APA referencing:<http://owl.english.purdue.edu/owl/resource/560/01/>

You need not include research sources in **your responses to other course member’s postings.**

**Participation Points. (Course outcome 4)**

During the term I will be giving the opportunity for each student to earn participation points. The points will be earned for contributing to the class by participating in class e.g. role plays, activities, and discussions etc.

You will need to be present at roll call and at the end of class in order to qualify. Participation points cannot be earned if the student is not in attendance or is repeatedly occupied with their cell phone

If the student misses 60 % of the participation points then they are deemed to be not participating. It is the student’s responsibility to track their own participation points. Would you have surgery with a surgeon who only participated in class 50% of the time or less?

**Note:** When I calculate grades at the end of term, the participation points often make the difference between grades. In other words, you will need to be in class to get the points from these tests to maximize the possibility of earning a good grade.

One skill I am especially interested in is how you manage your learning and especially your ability to respond to deadlines. Stick to the schedule and you will find that you will probably pass the course. Procrastinate and you will start to drown. Regretfully, I cannot accept late work unless we have discussed your situation **prior to the assessment going live**.

**PLAGIARISM:**

Student work is subject to close scrutiny for the use of uncredited sources.

Uncredited work will be subjected to LBCC’s policies and procedures on plagiarism

**Schedule**

Please see the Moodle page for our class weekly schedule

Please, no cell phone use and texting in class unless agreed upon. No open laptops unless agreed upon. Persistent use will be deemed as non participation in class. Thank you for respecting our learning environment.

**Note:** By signing up for this class, the student is agreeing to manage their own learning. Part of this responsibility includes being available and participating during class times. If you cannot be in class on a certain day, it is your responsibility to be become aware of any homework assignments, announcements, handouts and note taking. I do not need to know if you can’t make class except if you are going to miss an assessment.

Your availability includes finals week. I regret I cannot accommodate requests for an alternate final schedule. The finals schedule is designed so there are no clashes with other classes. If another instructor decides to reschedule their final, then it is the student’s responsibility to makes sure they don’t have to reschedule their final with me or leave my final early. Final is week 11, Tuesday 4:30 pm

Rather than attempt a grade consult before or after class, office hours are designated for addressing grade enquiries. Alternatively please email me with any grade enquiries

No points can be given if the student is unable to support a claim with evidence that an assignment was completed

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

(for further information<http://po.linnbenton.edu/BPsandARs/> )

The college is committed to fostering a learning environment characterized by excellence in instruction and best practices in disability accommodation. We comply with local, state and federal law regarding students with disabilities, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). The law requires that no qualified student may be discriminated against based on disability and every student with a disability must be provided reasonable accommodations and an opportunity to participate fully in all activities and programs for which they are qualified with or without accommodation

**I’m always available during office hours to discuss anything that you do not understand. I do not care how many times you ask the same question or ask for help**.

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