**BA 206: Principles of Management**

**Winter 2015 Draft Syllabus**

**CRN 30756**

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| **Instructor:**  | Ian Priestman |  |
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| **Office:**  | MKH-119 |  |
| **Office Hours:** | Mon 1-2pm, 4-4:30pm, Tues 2:30-4:30pm, Wed 1:30-2pm |  |

**Class Times and room:** T/R 1-2:20 pm. MKH 203

**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.

**Prerequisite**: BA 101 Introduction to Business with a minimum “C” grade.

# TEXT: Understanding Management 8E. Authors: Daft and Marcic. Publisher Thomson South Western ISBN-13: 9781111580247

**METHOD OF STUDY**: In class, discussion, experiential activities. There is an online component to this class.

 **OBJECTIVES:** At the end of the course, students will have:

1. Demonstrated an introductory-level understanding of the fundamental concepts of management theory and the ability to apply these concepts to analyze a wide variety of management problems.

2. Analyzed, synthesize, and evaluate the impact of relevant environmental influences on management activities and formulated effective strategies in a competitive environment.

3. Applied core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.

4. Analyzed complex factual and ethical and situations, identifying, defining, and explaining applicable principles and their impact on the involved parties.

5. Peer reviewed the efforts, contribution and commitment of other group members

6. Strategically analyzed a firm and determined the appropriate management response to issues given the industry and competitive conditions coupled with the conditions of the firm itself.

7. Managed their role in a team for project development/completion and presentation.

8. Professionally communicated ideas, research and analyses in both oral and written formats.

9. Managed work to deadlines

**ASSESSMENT**

 50% Open Book Quizzes (15 quizzes)

10% Midterm

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

10% Peer Group Assessment

10% Term paper

10% Random points

**100% Total**

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

By signing up for this class, the student is declaring their availability during the winter term

**ASSESSMENT METHODS:**

**Open Book Quizzes**

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 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

**Presentation: Case for Critical Analysis.**

There will be a group project around the cases for critical analysis at the end of each chapter of the text.

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.

**Term Paper**  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 1000 and a maximum of 1500 words**.** It is unlikely that an A (as the maximum grade) be obtained from a minimum of 1000 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 10** 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 Sunday 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 template (below) for written work is designed to develop your management skills. **You should note that I expect research beyond the required text for an A or B 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.**

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**.

**Grading template for term paper and group work**

**Grade A work (90-100 %) will include all of the following**

1. All issues are clearly addressed.

2. Postings include the student’s own analysis of the topic

3. Includes syntheses of **material from at least three research sources per chapter other than the text that are appropriately cited using APA**.

4. The posting is neat, in proper format and grammatically correct.

5. The student’s work is posted on the discussion board by Thursday.

6. Responds to four student postings by Sunday. Responses should be at least 200 words

7. Responds to instructor’s questions about your postings. Responses should be at least 200 words

8. Maximum word count utilized (approximately 1500+ words unless otherwise specified)

**Grade B work (80-89 %)** will include any one of the following:

1. Most issues are addressed.

2. Analysis is good but limited;

3. Contains two to four spelling or grammatical errors

**4. Two research source (other than the text) per chapter not correctly cited,**

5. **Between 1300 - 1500 words.** Student’s work is posted on the discussion board after Thursday but before Friday 11:59pm.

6. Responds to four student’s postings per chapter. One response is less than 200 words.

One transgression of the above criteria will place in a mid B range (approximately 85%)

Two transgressions of the above criteria will result in a low B grade (approximately 80%)

**Grade C (70-79 %)** will include any one of the following**:**

1. Some issues are addressed, but with minimal thought and analysis.

2. Contains five to seven grammar and spelling errors.

**3. One research other than from the text.**

**4. Approximately 1000 - 1300 words.**

5. Student’s main posting to the discussion board is after Thursday.

6. Responds to two student’s posting.

7. Did not respond to further instructor inquiry on your discussion postings

One transgression of the above criteria will place in a mid C range (approximately 75%)

Two transgressions of the above criteria will result in a low C grade (approximately 70%)

**Grade D 60-69 %** will include any one of the following

1. Student fails to address relative issues

2. Paper contains significant spelling and grammatical errors.

3. No research sources cited.

4. Student’s work is posted on the discussion board after Thursday.

5. Does not respond to any student’s postings on the discussion board.

6. Less than 1000 words

7. Did not respond to instructor inquiry on your discussion postings

One transgression of the above criteria will place in a mid D range (approximately 65%)

Two transgressions of the above criteria will result in a low D grade (approximately 60%)

**Fail**

Three transgressions from the D grade category will result in a failing grade for the discussion in the relevant week.

**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.

**Please: No cell phone use or texting in class. Thank you**

**Note:** By signing up for this class, the student is agreeing to manage their own learning. Part of this responsibility includes being available 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.

**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**.

Ian