



COURSE OUTLINE

Course Number	Course Title	Credits
BUS 210	Principles of Management	3

Hours: lecture/Lab	Pre-requisites:	Implementation
3 Lecture	ENG101	Fall 2012

Catalog description:

Provides framework to manage a business including different methods and styles as well as current management concepts to operate effectively in the complex and dynamic world of business.

Is course New, Revised, or Modified?

Revised: Spring 2020

Course Coordinator: Prof. Laura Sosa

Required texts/other materials:

See Bookstore for latest edition

Information resources:

- Textbook
- Library data bases
- Company Internet Sites and Videos
- Guest Speakers

Other learning resources: NA

Course Competencies/Goals (=CC):

The student will be able to:

1. Define management, management functions, management roles, and the different levels of management. (Gen Ed Goal 1; Core Skill A)
2. Discuss the evolution of management and identify the theorists that have contributed to each of the schools of management. (Gen Ed Goal 1; Core Skills A and B)
3. Discuss ethical issues and the importance and degrees of social responsibility (Gen Goals 1 and 9; Core Skill A, B, C)
4. Explain the importance of planning, the framework of plans, types of plans, and the planning process. (Gen Ed Goal 1; Core Skill A and B)
5. Identify an approach to decision making dependent on the issue (Gen Ed Goal 1; Core Skill A and B)
6. Discuss the process of organizing and why different organizations adopt different approaches to structuring their operations. (Gen Ed Goal 1; Core Skill A and B)
7. Distinguish between various leadership styles and its impact on motivation and team building. (Gen Ed Goal 1; Core Skill A and B)
8. Apply differing communication strategies in leadership roles.(Gen Ed Goal 1; Core Skill A and B)
9. Explain the different aspects of the principles and theories of control. (Gen Ed Goal 1 and 2; Core Skill A and B)
10. Explain the components of human resource management and the importance of diversity in staffing organizations. (Gen Ed Goals 1 and 8; Core Skills A, B, G)
11. Discuss the recent trends affecting businesses in global markets, the nature of the international business environment, the nature of multinational corporations, and issues unique to international management. (Gen Ed Goals 1 and 8; Core Skills A, B, G)

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations. **Goal D.**

Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

UNIT GOALS:

Unit I Management Concepts

Learning Objectives

The student will be able to...

- Define management, the needs managers must address, management levels, management functions, management roles, and management skills.(CC #1)
- Discuss the evolution of management and identify contributing theorists to each of the schools of management. (CC#2)
- Discuss ethical conduct, ethical dilemmas, and guidelines for managing ethically.(CC #3)
- Explain the nature and approaches of social responsibility.(CC#2)
- Explain the principles of TQM and re-engineering (CC#2)
- Explain the link between quality, productivity, and profitability of the necessary commitments (CC#2).

Unit II Planning and Decision Making

Learning Objectives

The student will be able to...

- Explain how an organization acts as an open system within the context of its internal and external environments.(CC#4)
- Explain the relationship between planning and all other management functions (CC#4)
- Explain the importance of planning, the framework for plans, types and uses of plans, the planning process, elements of a plan and barriers. (CC#4)
- Explain the nature of strategic management, elements of strategic planning, levels of strategic planning, and the strategic planning process (CC#4)
- List the steps for decision making. (CC#5)
- Discuss the decision making climate and the various influences on the manager's problem-solving efforts. (CC#5)
- Discuss the value of group decision making and explain the techniques of group decision making. (CC#5)

Unit III Organizing

Learning Objectives

The student will be able to...

- Link the Planning function to the Organizing function in management (CC#6)
- Explain the span of control and its influence on organizing decisions (CC #6)
- Explain the organizing process and why different organizations adopt different approaches to structuring their organization (CC #6)
- Differentiate between line, staff and functional authority as well as delegation of authority (CC#6)
- Discuss organizational design, objectives, contingency factors affecting organizational design, the structures in common use, and their pros and cons (CC#6)
- Explain the manifestation of organizational cultures and subcultures (CC#6)
- Define nature of change, managing and implementing change, and the concept of organizational development (CC#6)

Unit IV Leading

Learning Objectives

The student will be able to...

- Define leadership and common traits of leaders (CC#7)
- Explain the association between leadership, power and authority (CC#7)
- Explain historical and modern theories of leadership (CC#7)
- Define motivation and identify the most relevant theories and motivational challenges (CC#7)
- Explain the importance of communication and effective communication strategies for leaders

Unit V **Controlling**

Learning Objectives

The student will be able to...

- Explain information flow and how it can be managed in organizations (CC#9)
- Identify the control process, the types of controls, characteristics of effective controls and how to make controls effective (CC#9)
- Provide examples of financial, budget, market, and human resource controls (CC#9)
- Calculate common financial and operational controls (CC#9)

Unit VI **Human Resource Management**

Learning Objectives

The student will be able to...

- Explain the components of human resource management (CC#10).
- Explain the sociocultural and legal influences that affect all phases of the staffing process (CC#10)
- Define diversity and explain the importance of valuing diversity in an organization.(CC#10)

Unit VII **International Management**

Learning Objectives

The student will be able to...

- Discuss the trends affecting business in global markets, the nature of the international business environment and the nature of managing in a multinational corporation (CC#11)
- Explain each management function as it applies to an international operation and environment (CC#11)

Evaluation of Student Learning.

Achievement of the course competencies will be evaluated through the use of the following tools:

- Multiple choice exams assessing the student's understanding and application of key terminology and management practices. (Core Comp # 1-11)
- Individual and group projects (including casework and readings) assessing the students ability to apply academic material to real world cases. (Core Comp # 1-11)
- A final cumulative project assessing the student's ability to synthesize all functions of management to real world situations. (Core Comp #1-11)

Final Grades will be assessed based upon:

2-3 exams: 60%

HW/Casework – 20% Team

Final Project – 10%

Student Final Project - 10%

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty

and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a

lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

GRADING

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	0-59