

### MASTER SYLLABUS MGMT102: PRINCIPLES OF MANAGEMENT

#### 1. Course Details

|                       |                          |
|-----------------------|--------------------------|
| Semester:             |                          |
| Course Code:          | MGMT102                  |
| Course Name:          | Principles of Management |
| Course Prerequisites: | None                     |
| Course Co-requisites: | None                     |
| Credits Hours:        | Three (3) credit hours   |
| Classroom:            |                          |
| Class Timing:         | (45 contact hours)       |
| Final Exam Period:    |                          |

#### 2. Instructor Details

Professor:  
Office Location:  
Office Hours:  
Email:  
Course website:  
Phone (Office):

#### 3. Catalog Course Description

A study of organizations and of the activities of a manager in an organization. The course follows a functional approach, analyzing such management concepts as organizing decentralization, use of staff, human relations, conflict, decision making, planning, supervision, communication, and financial and production control systems such as budgeting and PERT.

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#### 4. Course Overview

The primary goal of this course is to introduce the basic tenets of management theory and explain the interactive nature of the management process, in order to prepare students for more advanced business management courses. Specific objectives are as follows:

- To define the various roles, functions, and levels of management;
- To present a review of major management theories and the evolution of the discipline;
- To define the basic stakeholder groups and their expectations;
- To develop critical thinking, research, oral and written communication skills;
- To promote an understanding of how organizations create value; and
- To demonstrate how course topics build on one another to create integrated knowledge.

#### 5. Course-Level Learning Goals<sup>1</sup>

##### (A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s)):

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

1. Relate management theory to other parts of their lives (A1);
2. Develop a management vocabulary (A5; A6) and explain basic management principles (A3);
3. Apply knowledge of the major theories in the field (A4);
4. Demonstrate a broad global perspective (A2; A3);
5. Read and explain the content of articles from a secondary source (A1);
6. Conduct management research and prepare and discuss a major project (A4; A5);
7. Critically evaluate the impact of environments on organizations (A4, A6); and
8. Explain the ethical implications of management decisions (A2).

Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goals)<sup>2</sup>:

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<sup>1</sup> A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

<sup>2</sup> A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the

- A1. Written Assignment: The student will be asked to read several articles from the business press on a single management topic. They will then be asked to write a short position paper that demonstrates their ability to synthesize this material, describe the impact that it has on their life, as well as relate it to the theories being studied in the course. Three scores are given, relating to writing style (G1O1), their ability to format their write-ups professionally (M2O4), and the substantive theoretical analysis performed (M1O2).
- A2. Questions on 2 Tests: Students will be given an ethical dilemma involving specific legal and institutional constraints, and asked to choose and defend various organizational decisions (for example, relating to different emission standards in different countries, related to a global automobile industry). Students must demonstrate the ability to use the legal and ethical frameworks of the problem, and also an understanding of their international/global dimensions. One score is given per question, but two questions will test the students' ability to make ethical choices (G2O1) and also understand heterogeneity in institutional environments (G2O2).
- A3. Written Assignment: One of the assignments in the course will require students to study a multinational corporation, and report on the ways in which it uses the globalization of production, markets and institutions to increase its viability. Students must collect data about the assigned company from public sources. Two scores are given, one for the ability to understand the global dimensions of management (G3O1) and another for the ability to describe the internationally contextual dimensions of management theories (G3O2).
- A4. Oral and Written Team Project: The class will be divided into heterogeneous groups of four students each. The students will be assigned a real company which has a presence in the local community. During the course of the semester, the students will work as a team and collect data on the company that will be relevant to the concepts that will be discussed in the course, especially the specific functional areas we learn about. They will make a presentation of their company to their peers. They will also be required to present a comprehensive analytical report of their company's management style and strategy at the end of the semester. Two scores will be administered: the first is based on the demonstrated teamwork in the presentation (G1O3); and the second is based on the quality of the data collected in support of the project (M2O1).
- A5. Individual Student Project: The students will be given a specific management problem to handle in their final report. They will be asked to help a firm write a portion of a business plan for a specific venture, including vocabulary that supports knowledge of management and its theories. Two scores

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criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

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are given, for the student's ability to do comprehensive research about a problem (M3O1), and to produce a written business plan for that venture (M4O1).

A6. Class participation as an Evaluative Tool: This is a participation-intensive course. Many classes will be led by student-groups; students will be expected to give feedback to their peers, bring up new and current issues for class, and facilitate participation by others. Any student who facilitates another's participation will be deemed to have participated. Needless to say, quality of participation will be judged far more favorably than quantity of participation. We will start every class with a brief (10-minute) discussion on current issues in the business press that especially deal with international business. Bringing up issues from the current business press will be viewed as a demonstration of keen interest in the class, and will count favorably for the students' participation grade. In the class participation phase, students will be asked to discuss how firms can overcome specific challenges they face relating to their functional areas. One element of class participation will involve each student bringing a piece of current news and discussing it in front of the class. One score is given. The criterion is the ability to relate current business to theoretical topics of instruction (G1O2).

(B) Contextualized (Globalized) Learning Goal(s):

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

1. Identify how a local business develops a strategy for global competition.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. In Assurance of Learning Validation A5. above, students must include a one-two page strategy that will be developed to meet global competition. One score is given based on the strength of the strategy (G3O1).

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign<sup>3</sup>. In addition, teaching and learning strategies are informed by institutional

<sup>3</sup> Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty<sup>4</sup>. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MGMT102), four (4) prioritized teaching and learning strategies focus on:

1. critical analysis of their work;
2. independent learning;
3. course projects; and
4. integrating international/global perspectives.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The amount of work in this course was appropriate.
15. The instructor was available for course related consultation and advice.
17. The instructor assigned challenging course work.

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<sup>4</sup> E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

18. The instructor graded and returned student work and exams promptly.
19. The instructor provided helpful, constructive feedback on assignments and course work.
20. The instructor respected cultural differences and diversity among students.
21. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
25. The instructor challenged me to think.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach<sup>5</sup>. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others<sup>6</sup>.

7. Required Resource(s)  
Kreitner, R., and Cassidy, C. (2013). *Management*. 12<sup>th</sup> Edition. Cengage. ISBN 9781111221362.
8. Reference Resource(s)  
Williams, C. (2008). *Effective Management*. 3rd Edition. Thompson Higher Education. ISBN: 978-0-324-54847-1.
9. Assessment Methodology and Grading Guidelines

| Instrument                                                                                      | Points (i.e. weights) | Time on Task <sup>7</sup> |
|-------------------------------------------------------------------------------------------------|-----------------------|---------------------------|
| Tests ( two tests administered in class; (see A2) questions are embedded into the tests but are | 30 points (15 each)   | 40 hours (20 hours each)  |

<sup>5</sup> See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from [http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA\\_Response\\_Strengthening\\_the\\_AQF.pdf](http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf) on February 22, 2010.

<sup>6</sup> Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

<sup>7</sup> An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

|                                                             |                           |                  |
|-------------------------------------------------------------|---------------------------|------------------|
| scored separately for the purpose of assurance of learning) |                           |                  |
| Class Participation (see A6)                                | 5 points                  | 0 hours          |
| Written Assignments (see A1; A3)                            | 10 points (5 points each) | 40 hours         |
| In-Class Case Presentation (see A4)                         | 10 points                 | 20 hours         |
| Individual Student Project (see A5)                         | 20 points                 | 20 hours         |
| Formative Assessment (see a)                                | 0 points                  | 2 hours          |
| <b>TOTAL</b>                                                | <b>75 points</b>          | <b>120 hours</b> |

- a) Three weeks before the Individual Student Project is due, each student will submit a draft for review by the instructor who will provide feedback on the business plan components of the assignment. This assessment is implemented to improve BSBA programmatic learning goal M4O1.

### 10. Grading Guidelines:

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

### 12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

### 13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

### 15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and

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need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations maybe requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.

- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

#### 16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

#### 17. 15 Week Topical Class Schedule

| Week | Topic                                          | Chapter |
|------|------------------------------------------------|---------|
| Wk 1 | Managers and Entrepreneurs                     | Ch. 1   |
| Wk 2 | The Evolution of Management Thought            | Ch. 2   |
| Wk 3 | Management's Social and Ethical Responsibility | Ch. 5   |
| Wk 4 | Strategic Management                           | Ch. 7   |

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|       |                                                               |                   |
|-------|---------------------------------------------------------------|-------------------|
| Wk 5  | Project Management and Decision Making                        | Ch. 6 & 8         |
| Wk 6  | Changing Environment of Management and International Business | Ch. 3<br>Ch. 4    |
| Wk 7  | Communicating in the internet Age<br>Interim Case Evaluation  | Ch. 11            |
| Wk 8  | Exam 1 and HRM                                                | Ch. 10            |
| Wk 9  | Motivation                                                    | Ch. 12            |
| Wk 10 | Organizational Control Processes                              | Ch. 16            |
| Wk 11 | Influence, Power, and Leadership                              | Ch. 14            |
| Wk 12 | Change, Conflict, and Negotiation                             | Ch. 15            |
| Wk 13 | Organizations: Effectiveness, Design, and Cultures            | Ch. 9             |
| Wk 14 | Organizational Culture, The Management Challenges             | Assigned Readings |
| Wk 15 | Group Presentations                                           |                   |

### 18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at [www.nyit.edu/library](http://www.nyit.edu/library). The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.