The Cameron School of Business at University of St. Thomas

1. Course Information
Course Title: Principles in Management
Course number: MGMT 2347
Credit hours: 3.0
Course Section: B (1948)
Room #: Strake 206
Prerequisites: none
Days & hours: T/TH 5:30 – 6:45 PM
BlackBoard site: https://blackboard.stthom.edu
YOU ARE TARDY AT 5:35

2. Instructor Information
Name: Anne S. Davis, PhD
Office location: 116B Welder Hall
Office hours: T/TH 4:00 – 5:30 p.m. or by appointment
Emergency phone: 713-525-2100
Office phone: 713-525-3852
Cell phone: 281-685-6029 (before 9:00 p.m.)
E-mail: adavis@stthom.edu
Where to leave assignments: Blackboard/Email

3. Course Catalog Description
This course is centrally concerned with the theory and principles of organization and management with particular emphasis on the traditional management functions and the process of managerial roles performed in the workplace. Topics may include an introduction to strategic planning, decision making, motivating the workforce, managing teams, and other effective leadership skills. Applications include experiential learning and research, applied group dynamics, case analyses and exercises.

4. Program Goals and Objectives:
When students complete the BBA degree at the University of St. Thomas:
Goal: They will communicate clearly, effectively and logically in a business situation:
   Objective 1: Graduates can demonstrate mastery of appropriate communication technology.
   Objective 2: Graduates can produce written materials that flow logically and are grammatically correct.
   Objective 3: Graduates can deliver a compelling oral presentation grounded in relevant information and facts.

Goal 2: They will be adept at critical thinking and be able to demonstrate creative decision-making skills.
   Objective 1: Graduates can identify the main problem and key surrounding assumptions.
   Objective 2: Graduates can evaluate the logic, validity and relevance of data.
   Objective 3: Graduates can solve challenging problems and discuss conclusions, implications.

Goal 3: They will be able to work effectively in teams towards achievement of goals.
   Objective 1: When working in a group, graduates can demonstrate collaborative behaviors in the achievement of group goals.
   Objective 2: When working in a group, graduates can evidence accountability for the achievement of group goals.
   Objective 3: When working in a group, graduates can demonstrate a positive attitude towards the group and the other members of the group.

Goal 4: They will be able to state moral standards/principles, recognize possible moral issues and bring their moral knowledge to bear in resolving these moral issues.
   Objective 1: Graduates can state professional codes for ethical conduct as they apply to business situations.
   Objective 2: Graduates can discern moral issues in a business case.
Objective 3: Graduates can bring moral principles to bear in resolving business issues.
Goal 5: They will demonstrate an understanding of fundamental business issues and processes.
Objective 1: When students complete the BBA, they can demonstrate their management specific skills and competencies in Accounting, Economics, Management, Quantitative Methods, Finance, Marketing, Legal and Social Environments, Information Systems and Global Issues

5. Course Learning Objectives
In general terms, the objective of this course is to provide you with a conceptual understanding of the structure and function of organizations and the role of the managers that lead them. As an introductory course in management, we will explore a wide range of topics including Planning, Decision Making, Controlling, Strategy, Organizing and Leading.

This course aims to both simplify and complicate your picture of organizations -- to simplify by systematizing and inter-relating some basic ideas, and to complicate by pointing out the infinite shades of gray and the multitude of interacting variables that can occur in human organizations. We will take a practical approach to the study of management by focusing on how concepts can be related to real life applications.

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

- Understand both classic and current theories and practices in Management (fulfill Goal 5).
- Critically apply theories and models of Management to the analysis and evaluation of employees, workgroups, organizations, and their management (fulfill Goal 2: Objectives 1, 2, and 3)
- Explore and learn major functions of Management through lecture, participation in small group and class discussion (fulfill Goal 5).
- Demonstrate abilities to summarize, critique, and evaluate the topic areas relevant to Management by working on discussion skills and presenting ideas in class (fulfill Goal 1: Objectives 1 and 3).

6. Texts, Readings, Materials
   (Purchase from Campus Bookstore or online)
   **Other readings:** Will be posted on the Blackboard
   **Supplementary readings:** Will be posted on the Blackboard

7. Instructional methods:
This class utilizes lecture, group discussion, Internet collaboration tools, case methods, and role playing to maximize learning. Blackboard will be used extensively in this class including exams. It is imperative you check Blackboard regularly for announcements, changes in class schedule, cancelled classes, etc. All assignments are posted on Blackboard. Exams will be taken through BB. See the document entitled Student Technology Tips.

Case analysis is a critical learning technique that will prepare you for a leadership position. Not only will the case analysis help you apply the theories from the text and lecture, it will help you learn to solve every day organizational problems. Several cases will be assigned for your analysis including the final presentation. Students will be expected to demonstrate case preparation before class discussion.

8. Technology
   **Online data retrieval and/or research:**
   - Web search and information retrieval for various assignments
o LibGuide of the Doherty Library
   Library self-help tutorials for students at http://doherty.libguides.com/tutorials

*Online communication or collaboration*

o Stthom email account will be used for course-related communication
o Discussion Board
o Text messaging-- If you use this, I will require your cell phone number.

*Use of general productivity software (e.g., Microsoft Office) to complete assignment*

o Microsoft Word and PowerPoint used to complete assignments
o Microsoft Office self-help tutorials for students at
   http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/
   Microsoft_Products.aqf

*Use of BlackBoard learning platform*

o Course syllabus, assignment directions, and other information available in Blackboard
o Selected assignments to be submitted through Blackboard
o Blackboard self-help tutorials for students at:
   http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Stu
dent_Tutorials.aqf?Page_ID=5512
9. Course Tentative Schedule: Students are responsible for any changes to the schedule.

<table>
<thead>
<tr>
<th>Tentative Schedule *</th>
<th>Topic/Chapter</th>
<th>Reading/class discussion</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Individual Differences</td>
<td>Psychological contract</td>
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<tr>
<td>1/23 &amp; 1/25</td>
<td>Ourselves and Others in Organizations</td>
<td>Read Chapter 11</td>
<td>1/23 Discussion Post: Meg Jay video</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1/25 Discussion Post: Multipotentialites Personal survey</td>
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<tr>
<td>1/25 &amp; 1/30</td>
<td>Perception, Values</td>
<td>Case: Alligator River</td>
<td>In-class: Alligator River</td>
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<tr>
<td>2/1 &amp; 2/6</td>
<td>Motivating Employees</td>
<td>Read Chapter 12</td>
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<tr>
<td>2/8 &amp; 2/13</td>
<td>Communication</td>
<td>Read Chapter 14</td>
<td>In-class: Draw As I Say</td>
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<tr>
<td>2/15</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>2/20 &amp; 2/22</td>
<td>You, the Manager</td>
<td>Read Chapter 1</td>
<td>Discussion Post: FLM video</td>
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<tr>
<td>2/27 &amp; 3/1</td>
<td>Strategic Planning</td>
<td>Read Chapter 6</td>
<td>1/30 Write vision/values statements</td>
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<tr>
<td>3/6</td>
<td>Plans and Planning Techniques</td>
<td>Read Chapter 4</td>
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<tr>
<td>3/8</td>
<td>Organizational Structure</td>
<td>Read Chapter 7</td>
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<tr>
<td>3/13 &amp; 3/15</td>
<td>NO CLASS Spring Break</td>
<td></td>
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<tr>
<td>3/20 &amp; 3/22</td>
<td>Teams in organizations, team dynamics</td>
<td>Read Chapter 13</td>
<td></td>
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<tr>
<td>3/27</td>
<td>EXAM 2</td>
<td></td>
<td></td>
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<tr>
<td>3/29</td>
<td>NO CLASS Easter Break</td>
<td></td>
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<tr>
<td>4/3 &amp; 4/5</td>
<td>Leadership</td>
<td>Read Chapter 10</td>
<td>4/5 Disc Post Sinek video</td>
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<td>4/10</td>
<td></td>
<td></td>
<td>In-class Legos &amp; Leadership</td>
</tr>
<tr>
<td>4/12 &amp; 4/17</td>
<td>Organizational Culture &amp; Change</td>
<td>Read Chapter 8</td>
<td>Case 2 Due</td>
</tr>
<tr>
<td>4/19 &amp; 4/24</td>
<td>Decision Making</td>
<td>Read Chapter 3</td>
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<tr>
<td>4/26</td>
<td>Issues in HR</td>
<td>Read Chapter 9</td>
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<tr>
<td>May 1</td>
<td>Case presentations</td>
<td></td>
<td>Mandatory attendance</td>
</tr>
<tr>
<td>May 3</td>
<td>Case presentations</td>
<td></td>
<td>Mandatory attendance</td>
</tr>
<tr>
<td>May 8</td>
<td>Final Exam</td>
<td>6:00 – 8:30 PM</td>
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10. Course Policies

General:
1. It is assumed that you have read each of the assignments prior to class.
2. During class, please respect the rights of your fellow classmates. Please do not carry on conversations in class, and please turn off pagers and cell phones. Also, avoid getting to class late and leaving early, as these are very disruptive.
3. You are responsible for all discussions, announcements, videos, etc. that occur during class; if you cannot be present, obtain this information from your classmates. Attending the class is important for learning and will affect your grade.
4. The instructor reserves the right to make changes in the course syllabus and schedule as necessary during the course of the semester.
5. Missed Assignments: Missed assignments are considered late and will receive no credit.
6. Make-up Exams: No make-up exams will be offered.
7. Extra credit opportunities: No extra credit is offered in this course.

11. Student Grading Processes:
Grades are determined by student performance on the following:

**Exams:** Each of three exams will cover both assigned readings and class lectures. Exams will not be comprehensive. They will be taken on Blackboard during a scheduled class period.

**Homework/Attendance:** Students will be asked to prepare for class. This includes homework and posts to a discussion board. In addition, there will be assignments in preparation for classroom exercises. Students who miss class may lose these points – there are no make-ups for these assignments. Learning in this course takes place when we extend ourselves beyond the course material and practice management. To that end, we will have many interactive classroom exercises. Student attendance and participation in this aspect of the class will enhance and reinforce course materials delivered through lecture and readings. Hence, students will be graded on attendance to class, participation in the classroom exercises and preparation for class. Excessive class absence (more than 3 unexcused absences) will result in a full reduction to your letter grade. TARDINESS IN AN UNEXCUSED ABSENCE.

**Cases:** Two individual and a third group cases analysis will be produced. See the case requirements and grading criteria in this syllabus. Case 1 will be worth 10% of your grade. Case 2 will be worth 15% of your course grade. The group case is worth 10% and will include a peer evaluation. All three cases must be submitted on the due date. Attendance is mandatory on the date of your presentation and the other designated case presentation date to support your classmates. I accept, review, and offer suggestions to drafts received 48 hours ahead of the due date.

**Grading Criteria and Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3)</td>
<td>60%</td>
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<tr>
<td>Homework/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Cases 1 &amp; 2</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Group Case Analysis &amp; Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

12. Available Support Services:
- **Tutorial Services Center (TSC)**
  The Tutorial Services Center offers assistance to all current UST students in a variety of content areas, including academic subjects, general concepts, and writing skills. Tutors are available anytime the center is open. The TSC offers on-site tutoring, online tutoring, and tutorial workshops. Office hours and schedules can be found at
http://www.stthom.edu/public/index.asp?page_ID=100289. Please contact the center at 713-525-3878 or tutoring@stthom.edu.

- **CSB Tutorials**
  The Cameron School of Business offers tutoring in business subjects. Please visit http://libguides.stthom.edu/cameron (under the “CSB Tutorial Services” tab) for the most current tutorial schedule and available subjects.

- **Information Technology Services**
  The UST IT Solution Center offers assistance with technical issues related to general computer issues, software, email, passwords, MyStThom, and blackboard. Manuals, contact information, and discounted software and hardware purchase information may be found at http://www.stthom.edu/Offices_and_Services/Information_Technology/Index.aqf.
CASE ANALYSIS INSTRUCTIONS

GENERAL TIPS:

* Consider yourself as a consultant to the organization in the case. Be objective. Frame your paper as though the reader knows nothing about the company and nothing about the theories of management.

* Personal conjecture is acceptable as long as you indicate that it is conjecture. The use of "I" or "we" is appropriate.

* Papers must be typewritten, double spaced, and are not to exceed three (3) typewritten pages. Be succinct and neat.

PROCEDURE: The analysis shall contain five sections. First is the summary of the organization. This is followed by the problem definition and its supporting symptoms, the solution provided by the text or lecture that solves the problem (I call this the concept section), the implementation of the concept, and the conclusion. More detail is provided below.

I. Organization summary - DESCRIPTION ONLY: Give me a picture of the organization in the case. Only where necessary, provide an organizational chart of the key players. Provide facts and conjecture, personalities, procedures, etc. as needed to develop section II.

II. Problem definition - DEVELOP A FOCUS: There are multiple problems in every organization. Don't try to solve all of them. Select one problem that you believe is critical to the organization. (This is an exercise in being a manager. Due to time constraints, managers must be selective in the problems they choose to solve).

III. Concept definition - DESCRIPTION ONLY: Discuss one method (concept) a manager might use to solve the problem. It should come from the readings or lectures. Discuss all the relevant parts of the theory clearly and concisely. Write this section as though you were writing a textbook description of a management theory. (e.g., don't discuss your organization in this part of the paper.)

IV. Application of the concept - IMPLEMENTATION: In this section, use the concept you have defined and apply it. This section should be able to answer the questions "What steps should be taken?", "How do we implement them?", "What procedural/structural changes should be made?". Be creative - make up strategies and policies; devise systems that use your own ideas. (Caution: many students fail to make the connection between the problem and the application. Be sure you have attacked the problem you identified with the strategies you have presented.) At this point, disregard constraints - assume you have all options available to you.

V. Conclusion: In addition to concluding the above, use this section to suggest other problems to solve, contingencies to the ability of your solution to work, and other possible concepts (without defining them) that may solve the problem.

NOTE TO THOSE WHO HAVE READ THIS FAR: I strongly encourage you to call or visit with progress reports, questions, and/or drafts of your papers. This will ensure that you are on the right track; preparing the case to the required format.
CASE GRADING CRITERIA

For each category below:

20 points: outstanding work, went beyond the assignment, top performers.
18-19 points: excellent (A) work, met all grading criteria, performed to top standards.
16-17 points: good (A-) work, met all but one or two of the grading criteria.
14-15 points: above average work, met most of the grading criteria.
<=13 points: below average work, needs improvement, some critical grading criteria missing.

____ Initiative - Students must prove resourcefulness in selecting arguments and rationale and pursuing viable alternatives. Students must demonstrate a search of supporting documentation from course materials. Students must show evidence of adequate preparation in the final report.

____ Thoroughness - Students must have covered all topical areas assigned. Students should provide adequate coverage within each topical area. Students should provide conclusions reached from the information. Students must have included knowledge of course material and applied it.

____ Accuracy - Students should have identified a single problem appropriate to their case. Students must have reached appropriate conclusions from the information they received. Students should have picked a concept appropriate to the problem identified. Students must have applied course material accurately, reflecting knowledge and understanding of the material. Students must demonstrate that their solution resolved the problem and reflected the corporate culture; and if there was a disparity, why?

____ Professionalism - Students must provide a clear, concise written summary. The paper must be organized as assigned. Students should provide an introduction and conclusion where required. Critical assumptions should be emphasized. Papers must be free from errors, professionally prepared and interesting.

____ Creativity - Students must be creative in their choice of concept, its implementation and their presentation. Students who “push the envelope” to find the most creative solutions and present them in the most creative manner will be scored the highest.

Total: _____/100

I + T + A + P + C = 100 TOTAL POSSIBLE
The Cameron School of Business at the
University of St. Thomas

MISSION STATEMENT

Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

ACADEMIC HONESTY
Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.
The tests/exams will be individual efforts. Student may work together on homework assignments, but must submit their own assignments.
The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

ACCOMMODATIONS
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.