**A picture containing object, clock, sitting, computer

Description automatically generated**

**Fall 2022 COURSE SYLLABUS**

**Department of Management | Willie A. Deese College of Business and Economics**

**NOTE: Students are responsible for reading, understanding, and following the syllabus!**

**COURSE INFORMATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prefix/Number:** | MGMT 201 | **Title:** | Principles of Management | | |
| **Section #:** | 01E | **CRN:** | 12452 | **Credits:** | 3.0 |
| **Days/Times:** | Online | | | | |
| **Location:** | Online | | | | |

**INSTRUCTOR CONTACT INFORMATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructor:** | Dr. Jorge Gaytan | | | | |
| **Office:** | 131 Merrick Hall | **Email:** | jagaytan@ncat.edu | **Phone:** | (336) 285-3354 |
| **Zoom Link:** | https://ncat.zoom.us/j/8725676476 | | | | |

**COMMUNICATION**

You could expect an email reply from me within 24 hours. Most of the time, I respond within 10 minutes, unless I am in class or in a meeting.

**STUDENT HOURS**

*These are times students may visit the professor without an appointment to request the assistance they need.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mondays** | **Tuesdays** | **Wednesdays** | **Thursdays** | **Fridays** |
|  | 11:00 a.m. – 12:30 p.m.  2:00 p.m. – 3:30 p.m. |  | 11:00 a.m. – 12:30 p.m.  2:00 p.m. – 3:30 p.m. |  |

**COURSE PREREQUISITES**

Sophomore Standing.

**COURSE DESCRIPTION**

This course focuses on developing an understanding of the basic management functions of planning, organizing, leading, and controlling material and human resources to achieve organizational goals. It includes an overview of organization theory, multicultural global competitive environment, strategic management, ethics and social responsibility, and entrepreneurial processes. (F;S;SS)  
3.000 Credit hours

**STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

At the successful completion of the course the student will:

1. Understand basic management concepts and historical perspectives needed to understand modern organizations and the role of management therein.
2. Understand the importance of human resources in organizational success.
3. Gain a working knowledge of managerial goals, functions, and processes that promote organizational efficiency and effectiveness.
4. Understand ethics and corporate social responsibility and how these are critical to businesses today.
5. Gain an understanding of globalization, cross-cultural influences on business, and global business environment.

**REQUIRED TEXTBOOKS AND MATERIALS**

**REQUIRED TEXTS:**

You could find the text under the *Course Content* tab found on the leftmost menu in Blackboard.

*Jones, G. R., & George, J. M. (2020). Contemporary Management (11th ed.). McGraw-Hill Education.*

You could get one of the following two formats:

*ISBN-13: 978-1-260-07509-0 (bound edition)*

*ISBN-13: 978-1-260-48866-1 (loose-leaf edition)*

**SUGGESTED COURSE MATERIALS**

**SUGGESTED READINGS/TEXTS:**

**CRITICAL THINKING**

In the past, the focus on feelings went too far. The result is the neglect of thinking. We must answer that neglect. Students must be taught how to sort out their feelings, decide to what extent their feelings have been shaped by external influences, and evaluate them carefully when those feelings conflict among themselves or with the feelings of others. In short, students must be taught to think critically.

Feeling and thought are complementary. Feeling is an excellent beginning to the development of a conclusion. Thought, provides a way to identify the best and most appropriate feeling. Students must acquire the intellectual skills necessary to solve the challenging problems of today and tomorrow.

**THE CRITICAL THINKER STRATEGY MAY BE SUMMARIZED AS FOLLOWS:**

1. Knows oneself and remains mindful of the ways in which own habits of mind undermine own treatment of issues.
2. Is observant and reflects on what is seen and heard.
3. When an issue is identified, clarification is sought by listing its subheadings and raising probing questions about each.
4. Conducts a thorough inquiry, obtaining all relevant facts and informed opinions.
5. Evaluates own findings, and then forms and expresses own judgment.

**GENERIC GUIDE FOR FACILITATING CRITICAL THINKING:**

1. What do I think about this matter?
2. What line of reasoning led me to that conclusion?
3. What evidence supports my position?
4. Can I give an example?
5. How typical is that example?
6. In what way does my experience support or challenge my idea?
7. What additional information might help me reach a conclusion? Where might I find that information?
8. What objections could be raised to my idea?
9. Are any of these objections wholly or partially valid? Explain.
10. What other views of this issue are possible? Which of those is most reasonable?

**Ruggiero, V. R. (2012). *Beyond feelings: A guide to critical thinking*. (9th Ed.). Boston, MA: McGraw-Hill.**

**This book is NOT required; however, reading the critical thinking material above is required.**

**GRADING POLICY**

**GRADING SCALE**

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Grade** | **Quality Points** |
| 90 – 100 % | **A** | 4.0 |
| 88 – 89.9 % | **A-** | 3.7 |
| 86 – 87.9 % | **B+** | 3.3 |
| 80 – 85.9 % | **B** | 3.0 |
| 78 – 79.9 % | **B-** | 2.7 |
| 76 – 77.9 % | **C+** | 2.3 |
| 70 – 75.9 % | **C** | 2.0 |
| 68 – 69.9 % | **C-** | 1.7 |
| 66 – 67.8 % | **D+** | 1.3 |
| 60 – 65.9 % | **D** | 1.0 |
| 0 – 59.9 % | **F** | 0.0 |

**GRADING ALLOCATION**

Course grades are based on a weighted grading scale of 100%. LATE WORK IS NOT ACCEPTED. The breakdown for the course is as follows (please notice that we are not doing chapters 2, 8, 11, 13, and 18):

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **# of Activities** | **Percentage Points for each Activity** | **Percentage**  **(Grade Wight)** |
| Discussion Forum Participation - Interactivity | 13 | 2.70% | 35% |
| End-of-chapter learning activities | 13 | 5.00% | 65% |
|  |  |  |  |
| **Total** |  |  | **100%** |

**END-OF-CHAPTER ACTIVITIES**

Each of you will be placed in a three-member team. The members of each team will interact in the team’s group discussion board to discuss, solve, and write the end-of-chapter activities for the chapter in turn. The end-of-chapter activities are as follows:

1. Management in Action
2. Building Management Skills
3. Managing Ethically
4. Case Study

Each of the four (4) activities will have some questions that team members must answer after interacting dynamically in their group’s discussion board. Each team will designate a member who will upload the file containing the team’s responses to questions from all four (4) activities. Each week of the term will have a chapter due by Sunday 12 midnight EDT of a given week. I know that you will ask the following question: How long should each answer be? **Each answer must have at least 8 sentences of varying length. Short sentences are not acceptable.** I need rich and thick descriptions for each answer. Therefore, focus on demonstrating knowledge of the subject matter contained in each chapter. Needless to say, reading the chapter very carefully is very important. If a team submits responses that are too short and do not really explain the answer well, the team will be penalized. Each of the 13 end-of-chapter activities is worth 5% for a total of 65% of your final grade.

**INTERACTIVITY**

I created a discussion board for each three-member team. Interactivity is worth 35% of your final grade!!! Each of the 13 chapters has 2.7% interactivity attached to it. To earn the entire 2.7% for each chapter, each group member must post something MEANINGFUL at least 8 times in at least 4 different days during the 7 days prior to Sunday, which is the due date. By MEANINGFUL, I mean posting answers to questions contained in the different activities. **Each posting must have at least 8 sentences of varying length. Short sentences are not acceptable**.

Please avoid this common problem: If a team member posts after the group has submitted the assignment, the posts will not count towards that team member’s grade. Consequently, this team member will earn points based upon postings done before the assignment was submitted. Posting after the assignment has been submitted by your team does not count towards your end-of-chapter activity and discussion board interactivity grades. In other words, posting after your assignment has been submitted is useless. Why? Because your team members do not need your input anymore because they have submitted the assignment. Many students want to post 8 times on Sunday night, claiming that they have until Sunday 12 midnight, which is true but NOT if the assignment has already been submitted. Please understand that some team members get tired of waiting for you to post and provide your part of the assignment. It is unfair to your team members if you decide to wait until Saturday or Sunday to begin working on the assignment. That is the reason there is an automatic deduction of 2% for not posting on at least 4 different days. I will prorate the points depending on the number of posts and the number of different days in which those posts occurred. Why? Because the team member might have posted only twice in one day and, therefore, the student has failed to demonstrate that he/she contributed to the team’s assignment.

**POINT BREAKDOWN**

|  |  |  |
| --- | --- | --- |
| **Grade on**  **End-of-Chapter Activity (%)** | **# of Postings** | **Grade on**  **Discussion Board (%)** |
| .625 | 1 | .338 |
| 1.25 | 2 | .676 |
| 1.88 | 3 | 1.01 |
| 2.50 | 4 | 1.35 |
| 3.13 | 5 | 1.69 |
| 3.75 | 6 | 2.03 |
| 4.38 | 7 | 2.36 |
| 5.00 | 8 | 2.70 |

Example: If you do not meet the requirement of posting on at least 4 different days, there is a 2% automatic deduction. If you post only 4 times but you do meet the requirement of posting on at least 4 different days, you will earn 2.5% for the end-of-chapter activity and 1.35% for discussion board, as shown in the table above.

However, if you post only 4 times and you do NOT meet the requirement of posting on 4 different days, you will earn 2.5% for the end-of-chapter activity and 0% for the discussion board. Why? Because there is an automatic deduction of 2% for failing to post on at least 4 different days. So, 1.35% minus 2% equals zero percent. Therefore, it is critical that you post on at least 4 different days. Why do I have this policy? Because the secret to your success in an online course is for you to interact with your team members and myself constantly and consistently each week. If you plan to visit Blackboard 1-2 per week, this course is NOT for you because you will not pass it. This course is not designed for students interested in becoming “free loaders.”

**COURSE POLICIES**

**USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM**

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to every course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit …  
<https://hub.ncat.edu/administration/its/computer-recommendations.php>

**LATE WORK**

Not accepted.

**ASSIGNMENTS AND ACADEMIC CALENDAR**

| **MONTH** | **DAY** | **SUBJECT** | **READING IN**  **TEXT, ACTIVITY, HOMEWORK, EXAM** |
| --- | --- | --- | --- |
| August | 17-21 | Two tasks:   1. Read syllabus and respond to my email to say “I am alive and ready to go” 2. Establish communication with team members |  |
|  | 22-28 | Chapter 1 | Interactive Teamwork |
|  | **28** | Chapter 1’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 29- | Chapter 3 | Interactive Teamwork |
|  |  |  |  |
| September | -4 | Chapter 3 | Interactive Teamwork |
|  | **4** | Chapter 3’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 5-11 | Chapter 4 | Interactive Teamwork |
|  | **11** | Chapter 4’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 12-18 | Chapter 5 | Interactive Teamwork |
|  | **18** | Chapter 5’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 19-25 | Chapter 6 | Interactive Teamwork |
|  | **25** | Chapter 6’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 26- | Chapter 7 | Interactive Teamwork |
|  |  |  |  |
| October | **-2** | Chapter 7 | Interactive Teamwork |
|  | **2** | Chapter 7’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 3-9 | Chapter 9 | Interactive Teamwork |
|  | **9** | Chapter 9’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 10-16 | Chapter 10 | Interactive Teamwork |
|  | **16** | Chapter 10’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 17-23 | Chapter 12 | Interactive Teamwork |
|  | **23** | Chapter 12’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 24-30 | Chapter 14 | Interactive Teamwork |
|  | **30** | Chapter 14’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 31- | Chapter 15 | Interactive Teamwork |
|  |  |  |  |
| November | -6 | Chapter 15 | Interactive Teamwork |
|  | **6** | Chapter 15’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 7-13 | Chapter 16 | Interactive Teamwork |
| November | **13** | Chapter 16’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 14-20 | Chapter 17 | Interactive Teamwork |
|  | **20** | Chapter 17’s end-of-chapter activities due by 12 midnight EDT |  |
|  | 23-27 | Happy Thanksgiving! |  |
|  | 28-30 | Open |  |
|  |  |  |  |
| December | 1 | Last Day of Classes! |  |
|  |  |  |  |

*\* These descriptions and timelines are subject to change at the discretion of the instructor.*

**Please refer to the Common Policies posted to Blackboard for all other University policies.**