PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

PRINCIPLES OF MANAGEMENT
MGT 2000

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Spring 02

Note: This course is not designed for transfer credit.

Catalog Course Description:

A study of management through analyzing managerial functions of planning, organizing, leading, and controlling.

Entry Level Standards:

Students must be able to read, write, speak, and reason at the college level.

Prerequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Managing and the Manager's Job</td>
</tr>
<tr>
<td>2-3</td>
<td>The Evolution of Management; Managing Quality</td>
</tr>
<tr>
<td>4</td>
<td>The Organizational Environment</td>
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<tr>
<td>5</td>
<td>The Ethical and Social Context of Management</td>
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<tr>
<td>6</td>
<td>Organizational Culture and Diversity</td>
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<tr>
<td>7</td>
<td>Basic Elements of Planning and Goal Setting</td>
</tr>
<tr>
<td>8</td>
<td>Managerial Decision Making</td>
</tr>
<tr>
<td>9</td>
<td>Basic Elements of Organizing</td>
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<tr>
<td>10</td>
<td>The Elements of Control; Performance Appraisal (pgs. 433-436)</td>
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<tr>
<td>11-13</td>
<td>Motivating Employee Performance; Leadership and Influence Processes</td>
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</tbody>
</table>
II. Course Objectives*:

A. Demonstrate a complete and thorough understanding of the planning function of management. I, II, III

B. Demonstrate a complete and thorough understanding of the organizing function of management. I, II

C. Demonstrate a complete and thorough understanding of the leading function of management. I, II

D. Demonstrate a complete and thorough understanding of the controlling function of management. I, II

E. Summarize basic management theories, movements, and approaches. I, II

F. Exhibit an adequate understanding of organizational management. I, II, VI

G. Acquire the basic rudiments of a management vocabulary. I, VI, VI

*Roman numerals after course objectives reference goals of the Management program.

III. Instructional Processes*:

Students will:

1. Practice elements of the work ethic such as professionalism, preparedness; punctuality; honesty; cooperation; dependability; contribution; effectiveness; good manners; etc. *Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Transitional Strategy*

2. Carry out course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research, etc. that help to develop a respect for diversity. *Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*

3. Take part in course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop teamwork, leadership, and followership skills. *Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*

4. Perform course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop critical thinking, problem solving, goal setting, and planning skills. *Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

**IV. Expectations for Student Performance***:

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

1. Identify and explain the basic management activities.  A, B, C, D, G
2. Describe and provide examples of the different kinds of managers by both level and area of the organization.  F, G
3. Describe Mintzberg’s managerial roles.  F, G
4. Describe the basic skills required for effective management.  F, G
5. Discuss the role education and experience play in acquiring management skills.  F, G
6. Evaluate the following in the context of their historical contribution to the evolution of modern people centered management approaches E, G:
   a. scientific management including the work of Frederick Taylor and Frank and Lillian Gilbreth.
   b. administrative management including the work of Henri Fayol.
   c. the Hawthorne studies conducted by Elton Mayo and his associates.
   d. the human relations movement including the work of Abraham Maslow and Douglas McGregor.
   e. the systems perspective
   f. the excellence movement led by Tom Peters.
   g. the personal effectiveness movement led by Stephen Covey.
   h. the total quality management movement led by W. Edwards Deming.
7. Describe the management and career challenges that exist in the workplace and job market of the late 1990's and early 2000's.  E,G
8. Identify and explain the impact of the components of the general, task, and internal environments of organizations, with particular emphasis on organizational culture and internal and external customers.  F, G
9. Relate personal ethics, managerial ethics, and managing ethical behavior of employees.  F, G
10. Summarize the arguments for and against social responsibility of business.  F, G
11. Describe the managerial approaches to social responsibility.  F,G
12. Explain the ways government and business influence each other.  F, G
13. Describe how organizations manage social responsibility.  F, G
14. Discuss why organizational culture is the most important element of an organization's internal environment.  F, G
15. Discuss the nature of workforce cultural diversity including its meaning and trends.F, G
16. Identify and explain the major dimensions of diversity in organizations.  F, G
17. Discuss the impact of diversity on organizations.  F, G
18. Explain individual and organizational approaches for coping with diversity.  F, G
19. Discuss the following organizational structure issues in the context of modern approaches B, G:
   a. job specialization and its alternatives
   b. bases for departmentalization
   c. narrow versus wide span of management
   d. tall versus flat organizations
   e. the delegation process
   f. decentralization vs. centralization
20. Identify the three conditions under which decisions are made.  A, G
21. Describe the six steps in the rational decision-making process. A, G
22. Evaluate the use of group decision-making in the context of its advantages and disadvantages. A, G
23. Summarize the planning process. A, G
24. Discuss the purposes of organizational goals and the different kinds of goals. A, G
25. Explain why contingency planning is so critical for organizational success. A, G
26. Identify the major barriers to goal setting/planning and how to overcome those barriers. A, G
27. Describe the general MBO approach to managing the goal setting/planning process, describe its history, evaluate its weaknesses and strengths, and explain why fewer and fewer organizations are using it. A, G
28. Define control and explain the link between planning and controlling. D,G
29. Summarize the steps in the control process and explain managing it. D,G
30. Contrast bureaucratic and clan control as effective forms of organizational control. D, G
31. Explain managing the control process. D, G
32. Identify and evaluate different methods for doing performance appraisal. D, G
33. Identify and explain two major content perspectives on motivation: Abraham Maslow's hierarchy of needs and Frederick Herzberg's two factor theory. C, G
34. Identify and explain two major process perspectives on motivation: Victor Vroom's expectancy theory and J. Stacy Adam's equity theory. C,G
35. Identify and explain the reinforcement theory of motivation pioneered by B.F. Skinner and adapted to business by Kenneth Blanchard. C, G
36. Evaluate some current, popular, motivational strategies. C, G
37. Evaluate why proper organizational reward systems are the most critical elements in
38. Summarize some modern organizational reward systems. C, G

39. Contrast leadership and management. C, G

40. Explain why, if one is not the leader, it is important to be a good follower. C, G

41. Summarize the kinds of leadership power and their uses. C, G

42. Evaluate in the context of modern, people centered leadership perspectives the following leadership studies and approaches C, G:
   a. the trait studies
   b. the leadership behavior approaches including the Michigan studies, the Ohio State studies, and the Leadership Grid
   c. the situational approaches including Tannenbaum and Schmidt's continuum of leadership behavior, Evans & House's path-goal theory, Hersey and Blanchard's life-cycle theory, and Fiedler's LPC theory
   d. substitutes for leadership
   e. charismatic leadership
   f. transformational leadership

43. Discuss political behavior in organizations and how it can be properly managed. C, G

44. Describe the role and importance of communication in the manager's job. C, G

45. Evaluate oral, written, non-verbal, and electronic communication. C, G

46. Explain Tom Peter's Management by Wandering Around as a communication tool. C, G

47. Explain the grapevine. C, G

48. Discuss the major barriers to effective communication and how they can be overcome. C, G

49. Summarize managing organizational communication. C, G

50. Discuss the advantages and disadvantages of using teams in organizations. C, F, G

51. Explain the stages of group development. C, G

52. Identify and discuss essential characteristics of mature groups. C, G

53. Discuss conflict in organizations. C, G

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

   Students are evaluated primarily on the basis of tests. A minimum of three major tests is recommended.

B. Laboratory Expectations:
C. Field Work:

N/A

D. Other Evaluation Methods:

Class participation, group work, and homework will also comprise the final grade for the course. Each instructor must provide full details the first week of class via a syllabus supplement.

E. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 91</td>
</tr>
<tr>
<td>B</td>
<td>82 - 88</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 81</td>
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<tr>
<td>C</td>
<td>72 - 78</td>
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<tr>
<td>D</td>
<td>65 - 71</td>
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<tr>
<td>F</td>
<td>Below 65</td>
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VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.