**Management Principles & Concepts – Course Re-design with new Textbook implemented fall 2018, improved spring/fall 2019**

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Book Title: Principles of Management. <https://open.umn.edu/opentextbooks>

Alternate Open Text for Module 7 (Communications) is “Business Communications for Success”, chapters 1 and 2.

[https://resources.saylor.org/wwwresources/archived/site/textbooks/Business%20Communication%20for%20Success.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fresources.saylor.org%2Fwwwresources%2Farchived%2Fsite%2Ftextbooks%2FBusiness%2520Communication%2520for%2520Success.pdf&data=02%7C01%7Csbs%40uakron.edu%7C004de908442f47d90ebd08d661dc8f47%7Ce8575dedd7f94ecea4aa0b32991aeedd%7C1%7C0%7C636803997251648480&sdata=U%2B1ZmNYziXmSU2f3n7AAPeG3xh828mGNqT5iGWHzdZE%3D&reserved=0)

Alternate Open Text for Module 5 (Ethics) is “Business Ethics”, chapters 1 and 11

<https://openstax.org/details/books/business-ethics>

| **Module & Course Level Learning Objective** | **Learning Objectives** | **Textbook Chapter or Source Material, Assignment, Assessment.** |
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| 1 - Structure & Design  *Explain the complementary relationship between organizational structure and the organization’s strategy and its industry.* | Chapter 7 – Organizational Structure & Change   1. Define organizational structure, 2. Explain the roles of formalization, centralization, levels in the hierarchy and departmentalization in employee attitudes and behaviors. 3. Distinguish between mechanistic and organic structures. 4. Explain what a matrix structure is and the challenges of working in a structure such as this. 5. List the steps to becoming a learning organization. 6. Build your own organizational design skills. | Chapter 7  (7.1, 7.2, 7.3, 7.4)  **Assignments**: Reading, audio lecture.  **Assessments**: Module Quiz, Exam 1 |
| 2 - Planning Change & Innovation  *Describe the techniques for leading change and innovation* | Chapter 7 – Organizational Structure & Change   1. Identify external forces that create change in organizations. 2. Describe how organizations respond to changes in the external environment. 3. List the reasons why people resist change. 4. Explain strategies for planning and executing change effectively. 5. Identify guidelines for overcoming resistance to change. | Chapter 7  (7.5, 7.6. 7.7)  **Assignments:** Reading, audio lecture  **Assessments:** Module Quiz, Exam 1 |
| 3 – Organizational Culture  *Demonstrate an understanding of the nature and components of organizational culture, as well as understanding of how the culture can impact individual, group and organizational performance.* | Chapter 8 – Organizational Culture   1. Define organizational culture. 2. Explain why culture is important. 3. Differentiate various dimensions of organizational culture. 4. Explain the different levels of organizational culture (assumptions, values, artifacts) 5. Discuss how cultures are created. 6. Describe ways to maintain a culture. | Chapter 8  (8.1, 8.2, 8.3, 8.4, 8.5)    **Assignments:** Reading, audio lecture, Textbook Case in Point (Google) 8.2 discussion questions (Class Exercise #1).  **Assessments:** Module Quiz, Exam 1 |
| 4 – Management Fundamentals  *Demonstrate knowledge of fundamental concepts and principles for managing organizations and employees* | Chapter 1 – Introduction to Principles of Management   1. Explain the nature of managerial work including managerial roles. 2. Compare and contrast types of managers. 3. Describe the roles and importance of leadership, entrepreneurship, and strategy in principles of management. 4. Analyze activities associated with each of the fundamental functions of management: Planning, Organizing, Leading, Controlling. 5. Describe the importance of alignment between individual and group performance goals.   Chapter 3 – History, Globalization, Values-Based Leadership   1. Describe contributions of early thought leaders in management theory. 2. Explain contemporary principles of management (social networking, learning organizations, virtual organizations, etc.) 3. Discuss global trends in management.   Chapter 15 – Organizational Controls   1. Differentiate among levels, types and forms of control 2. Explain the benefits of controls 3. Differentiate between financial and non-financial controls. 4. Describe the purpose of select financial statements. 5. Describe the purpose of non-financial controls.   Chapter 5 - Strategizing  1. Define strategy as it relates to the Planning function (P-O-L-C framework).  2. Describe the relationship between vision, mission, strategy, goals and objectives.  3. Differentiate two levels of strategy:  Corporate and Business.  4. Compare and contrast types of corporate and business level strategies.  5. Describe the components of a SWOT analysis.  6. Explain role of internal analysis in developing strategy.  7. Describe the purpose of the VRIO model (internal analysis).  8. Differentiate each type of external analysis in developing strategy. | Chapter 1  (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)  Chapter 3  (3.1, 3.2, 3.3, 3.4, 3.5)  Chapter 15  (15.1, 15.2, 15.3, 15.4, 15.5, 15.6)  Chapter 5  (5.1, 5.2, 5.3, 5.5, 5.6, 5.7)  **Assignments:** Reading, audio lecture, Textbook Case in Point 1.2 (Goodwill) discussion questions. (Class Exercise #2)  **Assessments:** Exam 1 |
| 5 – Decision Making & Ethics  *Illustrate an awareness of factors that influence individual and group decision-making processes for managers and organizations.* | Chapter 11 – Decision Making   1. Define decision making 2. Compare different types of decisions 3. Compare different approaches to decision making 4. Discuss potential challenges in decision making and ways to avoid those challenges (biases, anchoring, escalation of commitment, etc.) 5. Compare and contrast pros and cons of individual and group decision making. 6. Describe characteristics of groupthink and ways to avoid it. 7. Discuss various tools and techniques for making better decisions. 8. Develop your own personal decision-making skills.   Chapter 3 – History, Globalization, and Values-Based Leadership   1. Explain why ethics is relevant to principles of management. 2. Apply a decision framework for ethical decision making.   Alternate Text: Chapter 1 - Why Ethics Matter. Chapter 11 - Why Ethics Still Matter”  3. Describe the role of ethics in a business environment. (chap 1.1)  4. Explain the relationship between an organization’s approach to ethics and its stakeholders (chap 1.1).  5. Explain what it means to be a professional of integrity (chap 1.1).  6. Distinguish between ethical and legal responsibilities (chap 1.1).  7. Describe three approaches for examining the ethical nature of a decision (chap 1.1)  8. Differentiate between short term and long term perspective (chap 1.2).  9. Describe the relationship between ethical behavior, goodwill and profit (chap 1.2)  10. Explain the importance of business ethics in an evolving environment (chap 11.1, 11.2).  11. Identify values and incorporate into a personal mission statement (chap 11.3, 11.4)  Giving Voice to Values Model  12. Consider enablers that can help you voice your values (Giving Voice to Values)  For Spring 2020, we will add additional material on business ethics. The textbook “Business Ethics” can be found at OpenStax.  <https://openstax.org/details/books/business-ethics>  For this module, we will use Chapter 1 and 11. Assignment as follows:   * Read alternate text “Business Ethics” Chapter 1 (1.1, 1.2, 1.3) and Chapter 11 (11.1, 11.2, 11.3, 11.4). Read Link to Learning on page 9 “Why Ethics Matter” to understand a few of the reasons to have value-driven management. See Link to Learning on page 10 - Listen to Mark Faris interview on white-collar crime. * Participate in Giving Voice to Values Class practice – Tale of Two Stories. * Complete Class Exercise: (Values, Mission Statement, Enablers). Refer to Link to Learning on p. 338. Read blog “The Ultimate Guide to Writing Your Own Mission Statement”. Link provided on assignment handout.   For Class Discussion see PPT deck/slide “Legal vs. Ethical Compliance”. Analyze the J&J Credo as follows:  1. Identify stakeholders  2. Choose five examples noted in the Credo of J&J going beyond their “legal” responsibilities  The Credo can also be found in Link to Learning on p. 11  There are a number of other “Links to Learning” in the textbook that would make for interesting assignments or class discussion topics. | Chapter 11  (11.1, 11.2, 11.3, 11.4, 11.5, 11.6)  Chapter 3 (3.7)  Alt Ethics Text:  Chap 1 (1.1, 1.2, 1.3)  Chap 11 (11.1, 11.2, 11.3, 11.4)  **Assignments:** Reading, audio lecture, Class Exercise #3 Ethics (series of reflective exercises/questions based on course material and class discussion/ activity).  **Assessments**: Module Quiz, Exam 2, (+ Ethics Quiz used for Assurance of Learning) |
| 6 – Motivation & Engagement  *Describe the major theories of motivation and apply them to work situations.* | Chapter 14 – Motivating Employees   1. Explain need-based theories of motivation. 2. Explain process-based theories of motivation. 3. Describe ways to apply organizational rewards in a motivational way. 4. Explain approaches to job design that can motivate employees. 5. Summarize guidelines for giving and receiving feedback. | Chapter 14  (14.1, 14.2, 14.3, 14.4, 14.5)  **Assignments**: Reading, audio lecture  **Assessments:** Module Quiz, Exam 2 |
| 7 – Individual Differences  *Demonstrate an understanding of the concepts of individual differences, diversity, and related behavior issues in the workplace, as we as how they impact performance.* | Chapter 2 – Personality, Attitudes and Work Behaviors   1. Identify the major personality traits that are relevant to organizational behavior. 2. Explain the potential pitfalls of personality testing. 3. Describe the link between values and work behaviors. 4. Explain the influence of biases in the process of perception. 5. Describe the biases of self-perception. 6. Identify work attitudes that affect work behaviors. 7. List several important factors influencing job satisfaction and organizational commitment. 8. Differentiate between person-organization and person-job fit. 9. Define job performance, organizational citizenship, absenteeism, and turnover.   Chapter 12 – Communications in Organizations (This material has been replaced with content from an alternate open textbook.)   1. Define communication 2. Describe the communication process 3. Compare implications of various communication barriers. 4. Explain the problem of poor listening and how to promote active listening 5. Explain the features of nonverbal communication and how it interacts with verbal and written communications 6. Evaluate information richness of various communication channels. 7. Recognize different communication directions within organizations 8. Handle personal communications in a career-friendly manner   Note: In the Ohio TAG requirements, Learning Outcome 10 “Individual Differences”, there is reference to the topic “communication styles”. Chapter 12 is 42 pages, but that includes numerous reference pages, models, and exercises…not too much straight reading. This module was incorporated initially, but has been replaced with material from an alternate Communications text in Spring 2019. See below.  **Note alternative Communications Textbook & Assignment** first used Spring 2019 and developed in partnership with CBA Bus Comm Practitioner. In using this alternative text, we would not use Chapter 12 in our base textbook.   * Read Alternate Text "Business Communication for Success".  Chapter 1 (1.1, 1.2, 1.3, 1.4) and Chapter 2 (2.1, 2.2, 2.3, 2.4, 2.5) * Business Communications Text Link:  [https://resources.saylor.org/wwwresources/archived/site/textbooks/Business%20Communication%20for%20Success.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fresources.saylor.org%2Fwwwresources%2Farchived%2Fsite%2Ftextbooks%2FBusiness%2520Communication%2520for%2520Success.pdf&data=02%7C01%7Csbs%40uakron.edu%7C004de908442f47d90ebd08d661dc8f47%7Ce8575dedd7f94ecea4aa0b32991aeedd%7C1%7C0%7C636803997251648480&sdata=U%2B1ZmNYziXmSU2f3n7AAPeG3xh828mGNqT5iGWHzdZE%3D&reserved=0) * Complete Communications Style Self Assessment  [https://www.leadershipiq.com/blogs/leadershipiq/39841409-quiz-whats-your-communication-style](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.leadershipiq.com%2Fblogs%2Fleadershipiq%2F39841409-quiz-whats-your-communication-style&data=02%7C01%7Csbs%40uakron.edu%7Cfd8c952d077c4428ed1808d6650f4d42%7Ce8575dedd7f94ecea4aa0b32991aeedd%7C1%7C0%7C636807513723440102&sdata=xdxSdvADPr5In75LSjoYLJK7pGdSYh1Nk1%2FVfWCzRqg%3D&reserved=0) * Complete Class Exercise #4   Alternative Text Chapter 1 and 2 – Communications in Organizations  Chapter 1:  1. Recognize the importance of communication in gaining a better understanding of yourself and others.  2. Define communication and describe communication as a process.  3. Identify and describe five types of communication contexts.  4. Discuss and provide an example of each of the two main responsibilities of a business communicator.  Chapter 2:  1. Describe the role of language in perception and the communication process.  2. Describe three different types of messages and their functions.  3. Describe five different parts of a message and their functions.  4. Identify and describe five key principles of verbal communication.  5. List six ways in which language can be an obstacle or barrier to communication.  6. Explain the difference between sexist or racist language and legitimate references to gender or race in business communications.  7. Describe and define four strategies that can give emphasis to your message.  8. List and explain the use of six strategies for improving verbal communication. | Chapter 2  (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)  Chapter 12  (12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7)  **Assignments:** Reading, audio lectures, Class Exercise #4 Communications Style Assessments, interviews of two professionals regarding importance of communication, personal plan for improvement.  **Assessments:** Module Quiz, Exam 2 |
| 8 – Groups & Teams  *Demonstrate knowledge of individual and group behavior, as well as the functioning of work teams.* | Chapter 13 – Managing Groups & Teams   1. List the stages of group development. 2. Explain aspects of team development including: The Punctuated Equilibrium model, cohesion, social loafing, and efficacy. 3. Explain the difference between groups and teams. 4. Explain how tasks and roles affect teams 5. Differentiate the purpose of different types of teams. 6. Create team norms, roles and expectations 7. Identify keys to running effective team meetings 8. Recognize common barriers to effective teams and how to address them | Chapter 13  (13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7)  **Assignments:** Reading, audio lecture.  **Assessments**: Exam 3 |
| 9 – Goals & Objectives  *Describe the nature of goals and objectives as a critical component of management for the organization and individuals.* | Chapter 6 – Goals & Objectives   1. Explain the relationship between goals and objectives. 2. Describe Management by Objectives (MBO). 3. Define the Balanced Scorecard. 4. List the characteristics of good goals and objectives. 5. Explain the evolution of performance management systems. 6. Explain how goals and objectives are part of an effective employee evaluation process. 7. Define corporate social responsibility. 8. Develop SMART goals. | Chapter 6  (6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)  **Assignments:** Reading, audio lecture  **Assessments:** Module Quiz, Exam 3 |
| 10 – Leadership  *Demonstrate knowledge of leadership theories and the impact leaders have on organizations.* | Chapter 10 – Leading People in Organizations   1. Describe importance of trait approaches in the study of leadership. 2. Explain behaviors associated with leadership. 3. Discuss various contingency models of leadership. 4. Discuss various contemporary approaches to leadership. 5. Develop your own leadership skills. 6. Summarize emotional and social intelligence competencies; describe applicability to personal and professional development.   Add Emotional/Social Intelligence content from other source. (Optional) | Chapter 10  (10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7)  **Assignments:** Reading, audio lecture, Textbook Case in Point 10.2 (Pepsi) discussion questions. (Class Exercise #6)  **Assessments:** Exam 10 |
| 11 – Human Resource Management  *Demonstrate knowledge of human capital management practices including talent acquisition, performance management, talent development and legal issues.*  *Note: Performance Management is covered in Module 9 “Goals & Objectives”.* | Chapter 16 – Strategic Human Resource Management   1. Explain how HR can be a strategic partner in an organization 2. List the key elements of SHRM 3. Explain the importance of focusing on outcomes 4. Define talent management 5. Explain why a good job description benefits the employer and the applicant 6. Discuss the advantages and disadvantages of personnel testing 7. Discuss the value of pay for performance plans 8. Define a high-performance work system 9. Describe the use of HR systems to improve organizational performance 10. Explain why metrics are important to improving company performance. 11. Explain the purpose of select employment laws. 12. Describe the two primary situations, under the law, where sexual harassment becomes unlawful.   For learning objective 11, 12: Employment Law, Sexual Harassment, Discrimination   1. Employment laws covered: Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967, Equal Pay Act of 1963, Americans with Disabilities Act of 1991, Lily Ledbetter Fair Pay Act of 2009, and Fair Labor Standards Act of 1938. 2. Sexual Harassment.   Pull source material for laws from EEOC website or other public resource. Links are on slides.   * FLSA (Department of Labor) * Sexual Harassment – EEOC website. | Chapter 16  (16.1, 16.2, 16.3, 16.4, 16.5, 16.6)  **Assignments:** Reading, audio lecture  **Assessments**: Module Quiz, Exam 3 |

Semester Long Assignment:

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| **Course Level Learning Objective (#12)** | **Assignment/Assessment** |
| *Efficiency vs*. *Effectiveness: (a)* Identify ways to become more efficient and effective by completing a simulated work experience assignment. *(b)* Fit the concepts practiced to the larger practice of management, such as planning and controlling. | The Efficiency Challenge Assignment. This is a 3-part assignment. Students are expected to achieve the following learning outcomes:   1. The quantitative calculation of the amount of time and/or money saved and the simulation of a real work experience. 2. Gain practice in making decisions as you progress through the assignment’s three activities. 3. The degree to which you learn something identifiable about your ability to become more efficient, articulate what that kind of efficiency means in your personal life.   For this assignment, students pick something to save; that is, either time or money. Common targets to improve are things like spending too much money on fast food, too much time on phone, Netflix, or video games. The tracking provides valuable, and often surprising, insight to the students about how they spend their time or money and ways they can become more efficient.  **Efficiency Challenge Activity #1:** Track the time or money for 1-2 weeks (depending on course length).  **Efficiency Challenge Activity #2:** Make some observations by analyzing their data and create SMART goals.  **Efficiency Challenge Activity #3:** Follow the progress on the SMART goal for about two more weeks. Then, make some final observations as to the effectiveness of their efforts (what did they save, how then can use the savings to become more efficient,) whether they can continue with this new plan or make some adjustments to continue their progress. |

Note: An additional Module that contains Class Exercise #5 requires students to submit a new resume and elevator speech. A voiceover PowerPoint from our Career Services staff is provided along with source materials on Resume Writing Guidelines, Cover Letter Writing Guidelines, and Elevator Speech Guidelines. I usually plug this into the schedule based on the semester. For instance, in spring it comes the week after spring break.