

PRINCIPLES OF MANAGEMENT
 MAN3025, Section 525 (3 credits)
 Spring, 2023: Mondays, 11:00-1:45pm (B229)

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Office Hours: By appointment

PREREQUISITES: None.

COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES

1. Understand the basic theories, concepts, and effective practices that form the foundation of modern management thought.
2. Discuss practical and ethical challenges faced by managers.
3. Demonstrate the ability to apply key management concepts and theories, critical thinking, and ethical principles to analyze and address real-world challenges.
4. Demonstrate effective written and oral communication.

TEXT

Robbins, S. P., & Coulter, M. 2021. *Management* (15th ed.). Boston, MA: Pearson. (The ISBN depends on whether you rent or buy the e-book or paper version).

CANVAS USE: The class syllabus is posted in Canvas and, in this class, Canvas will be used for recording grades.

GRADING, EVALUATION AND ATTENDANCE POLICIES:

Evaluation of student performance will involve the following:

Bi-weekly quizzes (5 @ 10%)	50%
Presentation	25%
Participation	25%

See pp. 2-3 for the schedule, p. 4 for a list of key management principles, p. 5 for details on course requirements, p. 6 for a sample presentation feedback form, and pp. 7-8 for important university policies and information.

NOTE 1: Over the years, the meaning of grades has become distorted by grade inflation (the tendency of some teachers to give artificially high grades). This has led many students to consider anything less than an “A” as unsatisfactory. However, in this class, a “B” represents a good grade and “As” are reserved for truly extraordinary accomplishments.

NOTE 2: To facilitate the course objectives, the schedule on the next two pages may be adjusted throughout the semester.

Course Schedule

Week	Topic	Chapters
1 (1/9/23)	Management and You in the Workplace	1
2 (1/16)	NO CLASS: Dr. Martin Luther King, Jr. Holiday	
3 (1/23)	Making Decisions Presentation 1: Decision Making	2
4 (1/30)	The Roles of Environment and Culture <i>Quiz 1 over chapters 2-4</i>	3 and 4
5 (2/6)	Managing Diversity Presentation 2: Managing Diversity	5
6 (2/13)	Social Responsibility and Ethics	6
7 (2/20)	Managing Change and Innovation <i>Quiz 2 over chapters 5-7</i>	7
8 (2/27)	Managerial Planning and Strategy Presentation 3: Strategy	8 and 9
9 (3/6)	Managerial Monitoring and Control <i>Quiz 3 over chapters 8, 9, and 18</i>	18
10 (3/13)	NO CLASS: SPRING BREAK	
11 (3/20)	Entrepreneurship	10
12 (3/27)	Organizational Design Presentation 4: Organizational Structure	11
13 (4/3)	Managing Human Resources <i>Quiz 4 over chapters 10, 11 and 12</i>	12
14 (4/10)	Managing Teams Presentation 5: Managing Teams	13

continued on next page

(course schedule, continued)

15 (4/17)	Managing Communication Presentation 6: Communication	14
16 (4/24)	Managing Individual Behavior and Leadership Quiz 5 over <i>chapters 14, 15, and 17</i>	15 and 17

BECKER'S TOP 10 MANAGEMENT PRINCIPLES

1. Embrace rational decision making!
2. Promote a high-involvement, high-performance organizational culture.
3. Combat unjust discrimination through individuality awareness and merit-based decisions.
4. Remember that ethical behavior is in the best interests of employees and the organization.
5. Use the theory of planned behavior to diagnose and manage change.
6. Develop meaningful goals and create effective strategies to attain them.
7. Build flexible organizational structures to enhance engagement and creativity.
8. Beware fads in human resource management – make personnel decisions on the basis of sound evidence.
9. Create cohesive, productive teams but don't ignore the importance of individuals.
10. Become an effective leader through good communication, high integrity, and understanding your people.

NOTES ON COURSE REQUIREMENTS

- The purpose of the quizzes is to encourage students to study the book and class material. Approximately one half of each quiz will be over the two or three relevant chapters assigned for the week and the other half will cover topics discussed in the corresponding classes. Each quiz will include approximately 10 multiple choice questions and one or two short-answer questions. Quizzes will be given during the first 30 minutes of class.
- The research presentation will involve your team summarizing and discussing a recent (2018-2023) article. In addition to explaining the article, a major objective is to integrate the ideas and findings from the article with other class material. The presentation will be 45-60 minutes long and may include slides, handouts, discussion, Q&A, and any other activities the team finds pertinent to thoroughly communicating the key points of the article and linking them to other class material. The sample feedback form on the next page identifies the criteria on which you will be assessed. You may choose an article from any of the following:

Scientific Journals

Journal of Applied Psychology
Academy of Management Journal
Personnel Psychology
Journal of Management

Practitioner Journals

Harvard Business Review
Academy of Management Perspectives
California Management Review
Sloan Management Review

- Participation includes completing a number of in-class and out-of-class assignments, peer assessment, and being involved in class discussions. The assignments will be explained in class. Peer ratings will reflect the quality of participation in the research presentation and other team activities. The below scale will give you an idea about how I will approach the task of grading involvement in class discussions:
 - A. Visible, thoughtful, and regular involvement in class discussion. You got involved, and not just for the purpose of hearing yourself speak. Class members seemed to pay attention to what you said, and your comments almost always were appropriate to the context.
 - B. Tending toward the quieter side, but active and alert enough in large and small group discussions that it was clear you were engaged in what was going on. Comments, though offered less often than by an “A,” almost always were appropriate to the context.
 - C. Dutifully present for class, but usually without indications of active participation. I couldn’t always tell if you were following what was going on in class, or your comments were often off the mark.
 - D/F Like a C, but with substantial unexplained absences that kept you from participating.

SAMPLE FEEDBACK FORM FOR PRESENTATION ON AN HR TOPIC

Your Name

*Following the team's presentation, answer the following questions as objectively and fairly as you can. Your responses will be kept strictly confidential, and your numerical ratings will be averaged with those of the rest of the class. Your written comments will be provided to the team but your name will not. In addition to serving as feedback, your assessment will be used to help determine the grade for the group. **Part of your participation grade will be based on the quality of feedback you provide on this and other presentations.** Thanks for your input!*

In answering the questions below, please use this scale:

1 = strongly disagree

5 = slightly agree

2 = disagree

6 = agree

3 = slightly disagree

7 = strongly agree

4 = neither agree nor disagree

Put the number that best represents your judgment in the blank space that precedes each question.

_____ The team provided a clear, understandable summary of the article.

_____ The team used effective methods to help us understand and appreciate the importance of the ideas.

_____ The team effectively integrated points from the article to material from the textbook. That is, they supplied links or bridges from the article to the ideas discussed in the book.

_____ The team integrated points from the article to other class material (e.g., cases, class discussion).

_____ The presentation held my interest – it was not boring.

_____ This was a good choice of articles for the topic.

_____ Team members did not read (e.g., from slides, paper, note cards)

In the space below (continuing on the back), provide comments that you believe should be considered in arriving at an accurate, fair score for this team. Be sure to discuss what the team did well and areas that could have used improvement. Please write legibly and in complete sentences.

UNIVERSITY POLICIES

1. General Attendance Policy: <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
2. Early Notification Requirement for Observed Religious Days: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.
<http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
3. Academic Integrity of Students
<http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
4. Disruption of the Academic Process
<http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
5. Gender-Based Crimes

Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence, and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The Center for Victim Advocacy and Violence Prevention (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are the Counseling Center (813-974-2831) and Student Health Services (813-974-2331).

6. Student Academic Grievance Procedures
<http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
7. Students with Disabilities: Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
<https://www.usf.edu/student-affairs/student-disabilities-services/index.aspx>
8. University Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, MS Teams, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

9. Campus Free Expression: It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is

supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

10. Title IX Policy: Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

For other standard policies, see: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.