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Course Outline for BUSN 56

INTRODUCTION TO MANAGEMENT

Effective: Fall 2007

I. CATALOG DESCRIPTION:

BUSN 56 — INTRODUCTION TO MANAGEMENT — 3.00 units

Principles, concepts and theories of the functions and responsibilities of management focus on the planning, organizing, coordinating and controlling aspects within an organization; focus on the current trends and developments in management; including social responsibility and ethics in business, decision making, communications and budgetary control.

3.00 Units Lecture

Grading Methods:

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. Identify the primary managerial functions and tasks and their importance to organizations today;
- B. Discuss the roles managers play in organizations, the skills required and the challenges those different requirements pose;
- C. Compare the differences between the major managerial theories and their appropriateness in today's global environment;
- D. Discuss the role of social responsibility and ethics for managers within a business;
- E. Identify the managerial challenges global business and global perspectives pose to organizations;
- F. Explain the functions of management and the roles played, the skills needed, the level of responsibility required and the accountability expected to carry out those functions;
- G. Demonstrate the understanding of the managerial theories and their role in the various functions of management by applying them to business scenarios;
- H. Identify the major managerial theories that describe attitudes of managers and the direct impact of managers' attitudes on organization culture and environment;
- I. List and explain federal and state laws governing managerial decisions;
- J. Describe formal and informal communication channels and processes within organizations and the utilization of social and organizational networks;
- K. Discuss the importance of creating and communicating written policies, rules, and procedures;
- L. Compare and contrast leadership, motivation and coaching theories;
- M. Discuss the motivational theories that impact individual employee success and those theories impact on overall organization creativity and group/team successes; and
- N. Discuss the control function of management and the relationship between positive control, power and motivation.

V. CONTENT:

- A. The history of management and its current importance to organizations
- B. Managerial roles, skills and tasks
 1. Theories
 2. Approaches
 3. Legal Responsibilities
 4. Accountability
- C. Management Functions
 1. General Characteristics
 2. Social responsibilities
 3. Ethical Behavior
- D. Challenges that managers face with diverse populations and the strategies that will successfully utilize and harness the power of diversity
- E. Understanding classical organization theories and their relevance and impact in the 21st century
- F. Options for organizational structure and hierarchies
- G. Utilizing responsibility, authority and delegation appropriately
- H. Communication strategies and processes
 1. cross cultural
 2. written, verbal and non-verbal

3. formal v. informal
4. internal and external
- I. Leadership, motivation and coaching, the theories, traits and tactics
- J. Employee development, motivation, and performance evaluation
- K. Recognizing the traditions and symbols of corporate culture and their impact on management actions
- L. Organizing successful groups and teams at all levels within organizations
- M. Employee attitudes, perceptions and their impact on learning
- N. Theories of perceptions and learning and the impact on organizations
- O. Strategies for encouraging creativity and innovation; and
- P. Understanding the principles and details of power, control and efficiency; principles and tools for utilizing them successfully in the controlling function

VI. METHODS OF INSTRUCTION:

- A. Formal and informal lectures enhanced by classroom discussion based on student questions related to the material
- B. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking, and small group discussion
- C. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class
- D. Readings of text assignments, journals, magazines, class handouts and/or study guide applications
- E. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions
- F. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings; and
- G. Guest speakers as appropriate
- H. Lectures utilizing Power point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard
- I. Critical thinking exercises to integrate students' overall ability to understand the material
- J. Written exercises and case studies to evaluate concepts and facts

VII. TYPICAL ASSIGNMENTS:

Instructors will utilize a variety of assignments designed to meet the objectives of the course, to enhance the students' varied strengths and to minimize learning weaknesses in students.

A. Recognition tasks: matching, identifying correct facts, etc. For example completing a crossword puzzle based on the terms from the chapter.

B. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include:

1. Students are expected to read assigned sections of the textbook before each class a. Answer questions that review each week's reading materials(s) b. Ask questions that clear up any gaps in the student's understanding of the assigned reading material(s)
2. Group Presentations a. Training and developing new and continuing employees b. Communicating performance deficiencies c. Conducting an internal investigation
3. Reading a. Read the chapter "Developing a Sense of Ethical Professionalism" in the text. Complete the "Recognizing Ethical Dilemmas" case study at the end of the chapter and be prepared to discuss within small groups in class. b. Read the Harvard Business Review article "Leadership's Lessons" posted on Blackboard. Answer the four questions and be prepared to discuss them during class.
4. Writing a. Chapter Review: Using complete sentences, write answers to the end of the chapter questions. The questions require definitions, identifications of methodologies, descriptions of assessments of evaluation systems, extrinsic and intrinsic rewards and composition of good/poor performance reviews to employee compensation; b. Write a review of the chapter's Case Study; and/or c. Project: Research the four primary interviewing philosophies discussed in class. Analyze and discuss the strengths and weaknesses of each of the interviewing systems Interview a Human Resources manager at a local company to determine the interviewing strategy in use at that company and how it compares to the four systems you have researched.
5. Small Group Work a. Collect performance evaluation forms. Critique and provide recommendations to improve each of the forms; b. Using the input from the rest of the group and the research on performance appraisal strategies each student will prepare a report recommending the preferred appraisal strategy and the evaluation form to be used; and/or c. Prepare a one-to two-page report discussing the ways the members of the group worked well together, the deficiencies of the group, and the ways the group could have been more effective.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Papers
5. Group Projects
6. Class Participation
7. Other:
 - a. Methods:
 1. Class and small group discussions of current issues
 2. Chapter Assignments
 - a. Vocabulary building thorough crossword puzzles, matching and end of chapter questions; and
 - b. Completion of assigned chapter projects
 3. In-class written case study analyses of video and written cases
 4. Research paper
 - a. Select topic from instructor's list
 - b. Use literature, periodicals, interviews and Internet resources
 - c. Prepare at least a 10-page paper
 5. Periodic multiple choice, true/false and short answer examinations and a comprehensive final with objective questions
 6. Student participation individually and in small groups

B. **Frequency**

1. Frequency
 - a. Instructors may choose how and when to evaluate students through the use of a variety of written assignments, quizzes and tests
 - b. Frequent feedback is expected to insure students are building on the foundation concepts and to identify if there needs to be a change in the type of assignments or the presentation of material.
2. Sample multiple-choice questions:
 - a. What concept represents a manager's attitude toward workers who are self-reliant and achievers?
 1. The Pygmalion Effect
 2. Maslow's Theory
 3. Theory X

4. Theory Y
 5. Theory Z
- b. Bon Air company's policies are to hire only men to work in their hardware department. This is an example of
-
1. Disparate treatment
 2. Sexual harassment
 3. Adverse impact
 4. Disparate impact
 5. None of the above
3. Sample Short Answer:
- a. List the five areas of Maslow's Theory of Human Needs in the order of his developmental hierarchy
 - b. Discuss the strategies to use when resolving a work group scheduling issue
4. Sample student case study on a current publicly traded US-based organizational issue or problem. Discuss
- a. "Another reorganization within the organization" the impact on the employee population; or
 - b. A collision of generations at work – management and communication.
5. Sample topics for student participation in small groups to discuss experiences in an organizational change. For example, discuss the positives and the negatives following:
- a. A new manager from outside of the organization; or
 - b. Transferring employees from work group to work group.

IX. TYPICAL TEXTS:

1. Jones, Gareth and Jennifer George *Essentials of Contemporary Management*. 2nd ed., McGraw-Hill Irwin, 2007.
2. Certo, Samuel and S. Trevis Certo *Modern Management*. 10th ed., Pearson Prentice Hall, 2006.
3. Williams, Chuck *Management*. 4th ed., Thomson Learning: South-Western, 2007.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer and printer access
- B. Internet access
- C. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review)