



MGT-500: INTRODUCTION TO MANAGEMENT (FORMERLY MGT-103)

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

MGT - Management/Supervision

Course Number

500

Course Title

Introduction to Management (formerly MGT-103)

Short Title

Introduction to Management

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course introduces students to the task of managing; the history of management; and the roles of planning, organizing, leading, and controlling on both a domestic and global level. Students will review the roles of information systems and management theories and will examine current issues in management. (formerly MGT 103)

Codes

TOP Code (CB 03)

0506.00* - *Business Management

CIP Code

52.0201 - Business Administration and Management, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Examine the historical evolution of management practices.
2. Evaluate ethics and social responsibility as they apply to management decision making policy.
3. Develop the basic skills required for planning and decision making, organizational strategy development, and handling innovation and change in a global market.
4. Demonstrate communication skills while developing and maintaining an effective and diverse team business environment.
5. Examine the use of information and information systems in the business management context.
6. Demonstrate an understanding on how stakeholders influence management decision making.
7. Analyze organizational environments and cultures that affect management decisions.
8. Examine concerns and issues related to racial/cultural diversity and potential inequities or bias regarding management evaluation of responsibility of teams and individuals in the organization.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will successfully identify technical skills needed for the twenty-first century management profession.
2. Students will successfully demonstrate an understanding of how stakeholders influence decision making.
3. Students will successfully demonstrate an understanding of organizational cultures in business environments.
4. Students will verify that the finished product matches the criteria exactly.
5. Students will sustain a problem-solving process over time.

Program Learning Outcomes

Learning Outcome

1. Analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.
2. Communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the use of computer technology.
3. Identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Content

Course Lecture Content

1. The Environment of Management
 - a. Role of management in the business organization
 - i. Informational
 - ii. Interpersonal
 1. motivating employees
 2. supporting a diverse environment
 3. supporting an inclusive work environment
 - b. Management skills
 - i. Technical
 - ii. Human
 - iii. Conceptual
 - c. Management styles
 - i. Autocratic
 - ii. Democratic
 - iii. Laissez-faire
 - d. History of management
 - e. Evolution of management thinking
 - i. Classical perspective – focus on production
 - ii. Humanistic perspective – focus on humanity of production
 - iii. Innovative perspective
 1. supporting new technology
 2. supporting cultural/racial, lifestyle, gender, and age diverse team environments
 - f. Internal factors affecting management
 - g. External factors affecting management
 - h. Domestic and global organizational environments and cultures
 - i. Business ethics and social responsibility
 - i. code of ethics
 - ii. code of conduct
 - j. Small business management

- i. Minority owned businesses
 - ii. Entrepreneurship
 - iii. Launching a start-up
- 2. Planning
 - a. The role of planning and decision making in management
 - b. Strategic, tactical, and operational planning
 - c. Goal setting
 - i. Mission of the organization
 - d. SWOT analysis
 - e. Contingency planning
 - f. Organizational strategies for maintain and advancing market share
 - g. Encouraging innovation and managing change
 - i. Develop an inclusive work environment for all employees
 - ii. Develop a diverse team environment that portrays the current business environment.
 - h. Managing in a global environment
- 3. Leading
 - a. Motivational Theories
 - i. Maslow's Hierarchy of Needs
 - ii. Equity Theory
 - iii. Expectancy Theory
 - iv. Two Factor Approach
 - b. Managing Communication
 - i. The communication process
 - ii. Open communication in a diverse workplace environment
 - iii. Listening
 - iv. Nonverbal communication
 - c. Understand individual behavior, attitudes, perceptions, and emotions
 - d. Decision making models
 - e. Leadership and leadership traits
 - i. Servant leadership
 - ii. Authentic leadership
 - iii. Interactive leadership
 - f. Leading Teams
 - i. Team characteristics
 - 1. size
 - 2. diversity
 - 3. member roles
 - ii. Managing team conflict
 - 1. types of conflict
 - 2. causes of conflict
 - 3. handling conflict
 - g. Implementing change
- 4. Organizing
 - a. Designing the organization structure
 - i. Departmentalization
 - ii. Horizontal and vertical management structures
 - iii. Factors shaping structures
 - b. Managing change an innovation
 - i. Changing products and services
 - ii. Changing workforce composition and corporate culture
 - iii. Implementing change
 - c. Managing Human Talent
 - i. Innovative human resource practices
 - ii. The human resource function and processes
 - iii. Maintaining and effective workforce
 - d. Managing Diversity

- i. Diversity challenges
 - ii. Managing diversity and inclusion
 - iii. Factors shaping personal bias
 - iv. Diversity initiatives
- 5. Controlling
 - a. The source and nature of control
 - b. Feedback control methods
 - i. The four steps of feedback control
 - ii. The balanced scorecard
 - c. Financial and budgetary control
 - d. Using technology to manage information
 - e. Total quality management

Methods of Instruction

Method

Discussion

Integration

Class or smaller group discussion will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss the ethical and social responsibility efforts supported by corporate management. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of managerial responsibility, ethical standards, and racial/cultural diversity effects on the team and individual organizational environment. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

Students will participate in class accessible discussions will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss the ethical and social responsibility efforts supported by corporate management. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of managerial responsibility, ethical standards, and racial/cultural diversity effects on the team and individual organizational environment. The instructor will participate in the small group or class discussions and respond to student questions as needed. The discussions will be accomplished through the regular use of the discussions in the CMS; or through the chat, conversations, or group features within the CMS.

Method

Lecture

Integration

Lectures will present further explanation of the management functions of planning, organizing, leading, and controlling as covered in the course objective. Lectures will provide examples and scenarios for students to critically and flexible interpret and respond to managerial business situations, including inequities and biases. Examples will include goal setting strategies, managerial decision-making problems, ethical and socially responsible managerial options, and team communication issues. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used to illustrate the management functions.

DE Adaptations for MOI

Accessible videos, audio, text, and PowerPoint presentations will be utilized to present further explanation of the management functions of planning, organizing, leading, and controlling as covered in the course objective. Lectures will provide examples and scenarios for students to critically and flexible interpret and respond to managerial business situations, including inequities and biases. Examples will include goal setting strategies, managerial decision-making problems, ethical and socially responsible managerial options, and team communication issues. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used to illustrate the management functions.

Method

Papers and Reports

Integration

Papers and reports will be used to measure competencies covered in course objectives. Sample topics could include compare and contrast centralized versus decentralized management structures, identifying motivational practices used in current business environments, or examining diversity initiatives and programs integrated in the corporate environment. Also, diverse and equitable methods of communication to report those findings will be explored.

DE Adaptations for MOI

Papers and reports will be used to measure competencies covered in course objectives. Sample topics could include compare and contrast centralized versus decentralized management structures, identifying motivational practices used in current business environments, or examining diversity initiatives and programs integrated in the corporate environment. Also, diverse and equitable methods of communication to report those findings will be explored. Instructions for completing the assignment will be posted in the assignments area in the CMS. In addition, upon completion of assignment it will be uploaded into the CMS to allow for instructor feedback and grading.

Method

Film/video Viewing and Discussion

Integration

Audio visual materials will be used to stimulate discussions on the managerial decision-making process and problem solving covered in the course objectives. Examples include components of a SWOT analysis as well as tactical and strategic decision making. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

DE Adaptations for MOI

Audio visual materials will be used to stimulate discussions on the managerial decision-making process and problem solving covered in the course objectives. Examples include components of a SWOT analysis as well as tactical and strategic decision making. This will be accomplished by posting the videos and related assignment information in the CMS through regular use of the discussions area, chat, conversations, or other group features. All video or multimedia will meet accessibility requirements.

Method

In-class Exercises

Integration

In-class exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to team performance in a productive effective business environment that positively contributes to team communications with team planning and performing. This will be presented and looked at through a managerial perspective.

DE Adaptations for MOI

In-class exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to team performance in a productive effective business environment that positively contributes to team communications with team planning and performing. This will be presented and looked at through a managerial perspective and be accomplished using the group discussions in the CMS or through chat or other accessible conferencing tools.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams will be used to measure competency of fundamental management concepts and objectives, including goal setting, motivational theories, management skills and styles, organizational structures, leadership styles, and quality and performance control concepts. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, clarity, precision, completeness, written composition, correctness of calculations and data support for findings.



DE Adaptations for MOE

Exams will be used to measure competency of fundamental management concepts and objectives, including goal setting, motivational theories, management skills and styles, organizational structures, leadership styles, and quality and performance control concepts. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, clarity, precision, completeness, written composition, correctness of calculations and data support for findings. . Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 48-hours of the due date via the CMS grade book.

Method

Group Projects

Integration

Students will participate in group projects or discussions that examine and evaluate current trends and traits in the management profession. Topics will include the difference between leadership and management, leadership theories, and leadership styles. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses based on the rubric designed for the projects

DE Adaptations for MOE

Students will participate in group projects or discussions that examine and evaluate current trends and traits in the management profession. Topics will include the difference between leadership and management, leadership theories, and leadership styles. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses based on the rubric designed for the projects. Instructions for completing the project will be posted in the assignments or group discussions area in the CMS. Finished projects will be posted within the group discussion area in the CMS, or presented via other conversations features available in the CMS. Instructor feedback will be provided within 1 week of the due date via the CMS grade book, chat, or other accessible conferencing tools.

Method

Homework

Integration

Students will be required to complete the chapter review questions or workplace situations found at the end of each chapter. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. For example, after reading a case scenario explaining Costco's management environment answer the questions to explain the difference between Costco and three other competitors (Sam's Clube, Target, Walmart etc) Also, identify and evaluate Costco's target customers, core competence, and how they build synergy and deliver value. The exercise will be evaluated based on a rubric developed by the instructor.

DE Adaptations for MOE

Students will be required to complete the chapter review questions or workplace situations found at the end of each chapter. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. For example, after reading a case scenario explaining Costco's management environment answer the questions to explain the difference between Costco and three other competitors (Sam's Clube, Target, Walmart etc) Also, identify and evaluate Costco's target customers, core competence, and how they build synergy and deliver value. The exercise will be evaluated based on a rubric developed by the instructor. The questions will be posted in the assignment or discussion areas in the CMS. Completed assignments will be submitted to the assignments or discussion area in the CMS for instructor review and grading. Feedback will be provided based on the instructor's grading feedback policy via the grade book, chat, or other accessible conferencing tools.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read the Ethical Dilemma case Sunset Prayers at the end of Chapter 13. In this case a plant manager for a Minnesota appliance company has to hire 40 additional temporary workers from an agency that has a majority of Muslim candidates that immigrated from Somalia. The manager already has several Muslim employees and has given them an area to perform their religious practices and changed cafeteria options to accommodate their diets. Up to this point the Muslim employees have been flexible with their prayer breaks, however with the evening shift the employees are on a strict prayer schedule. With an influx of additional Muslim employees, it will be difficult to keep a productive assembly line if a significant number of workers have to stop working to perform their religious practices. After reading the case: identify and explain which option you would do:

1. Continue the current policy that leaves it up to the Muslim workers as to when they leave the assembly line to perform their sunset rituals.
2. Try to hire the fewest possible Muslim workers so the work line will be efficient on second shift.
3. Ask the Muslim workers to delay their sunset prayers until a regularly scheduled break occurs, pointing out that North Woods is primarily a place of business, not a house of worship.
4. Do you have another option?

Write a short explanation of the option you selected and submit that to the instructor. Also, come to class prepared to discuss and explain your preferred option. The discussion will be graded based on the instructor created rubric.

How assignment will be adapted in online format

Read the Ethical Dilemma case Sunset Prayers at the end of Chapter 13. In this case a plant manager for a Minnesota appliance company has to hire 40 additional temporary workers from an agency that has a majority of Muslim candidates that immigrated from Somalia. The manager already has several Muslim employees and has given them an area to perform their religious practices and changed cafeteria options to accommodate their diets. Up to this point the Muslim employees have been flexible with their prayer breaks, however with the evening shift the employees are on a strict prayer schedule. With an influx of additional Muslim employees, it will be difficult to keep a productive assembly line if a significant number of workers have to stop working to perform their religious practices. After reading the case: identify and explain which option you would do:

1. Continue the current policy that leaves it up to the Muslim workers as to when they leave the assembly line to perform their sunset rituals.
2. Try to hire the fewest possible Muslim workers so the work line will be efficient on second shift.
3. Ask the Muslim workers to delay their sunset prayers until a regularly scheduled break occurs, pointing out that North Woods is primarily a place of business, not a house of worship.
4. Do you have another option?

Post a short explanation of the option you selected in the CMS discussion area. The instructor will provide feedback throughout the discussion to promote more analysis. Each discussion requires you to read and respond to at least two classmates' posts. The responses could further develop their ideas or provide an inquiry into their post. The responses should be at least a short paragraph that contributes to the post. The discussion will be graded 4 days after the due date in the grade book area of the CMS using the instructor created rubric.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page self-evaluation appraising your team experiences. Explain one team experience that was positive and how you and your teammates' involvement contributed to the success. Also, explain one team experience that was not positive and what contributed to the demise of the team. For each experience explanation identify the make-up of the team identifying the diversity in each group and address how the diversity of the team contributed to the team process and outcome. Moreover, identify your top three team skills that have contributed to the team's success and also identify three team skill that you need to improve upon.

How assignment will be adapted in online format

Write a two-page self-evaluation appraising your team experiences. Explain one team experience that was positive and how you and your teammates' involvement contributed to the success. Also, explain one team experience that was not positive and what contributed to the demise of the team. For each experience explanation identify the make-up of the team identifying the diversity in each group and address how the diversity of the team contributed to the team process and outcome. Moreover, identify your top

three team skills that have contributed to the team's success and also identify three team skill that you need to improve upon. Finally, upload the assignment into the CMS. Feedback will occur through the gradebook.

Course Materials

Textbooks

Daft, R. (2022). Management, 14th Cengage Learning. ISBN: 9780357139646, 035713964

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Create a discussion policy incorporating a learning environment that allows all students to feel safe expressing their views civilly and being respected as individuals and members of groups. As instructor encourage the following in the policy:

- Demonstrates respect for peers, engagement with competing ideas, clarity, grace, accounts for differences in audience.
- Demonstrates comprehension of argument, context engages in constructive feedback and contributes to problem-solving.
- Demonstrates reflection on personal attitude and assumptions builds on work of peers, stimulates student learning.

Engage students in discussions on issues of diversity and equity around the course learning objectives. For example, discuss how and management supports a diversified team. Also ask students to share their stories of being involved in a diversified team.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials through a variety on teaching methods and materials: videos, blogs, slide presentations, accessible and downloadable PDFs, and websites that feature real-world applications of content reflecting diverse viewpoints and backgrounds.

Readings and writing assignments will focus on management scenarios that will include culturally diverse management environments.

Design group assignments and intentionally mix groups, requiring students to work purposely with others they may not know and making sure students in the minority are not isolated. For example, students will discuss business cultures and how management adopts their style to serve the culture.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and provided a management case study then asked to explain and identify the problem and develop a management policy to remedy the problem. Then, each group will report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via Zoom. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. For example, when researching current management styles and submitting a summary the instructor will engage in discussions in the CMS to dig deeper into the effectiveness of the style. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and individual email, inbox messages. Instructor-to-student exchange in online courses

will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students are placed in small groups. Each student is given a communication technology (mobile devices, social networking sites, VoIP Instant and Text Messaging, Cloud Computing, Security Issues) and requested to provide five best practices using the technology for effective management based on the four management functions. Each student presents their communication technology with the five best practices to the small group.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, at least three self-assessment quizzes will be provided to students. The quizzes will prompt students to think about the material and how students may want to utilize the material in the workplace and increase their leadership skills.

Key: 2169