MASTER SYLLABUS
MGMT 102: PRINCIPLES OF MANAGEMENT
Spring, 2019

1. Course Details

| Semester: | Spring, 2019 |
| Course Code: | MGMT 102 |
| Course Name: | Principles of Management |
| Course Prerequisites: | None |
| Course Co-requisites: | None |
| Credits Hours: | Three (3) credit hours |
| Classroom: | 300 Building, rm. 312 |
| Class Timing: | Tu/Th 3:30 – 4:50 PM |
| Final Exam Period: | Week of May 12th, 2019 |

2. Instructor Details

| Professor: | Dr. Stephen Hartman |
| Office Location: | Rm. 312, Wisser Library |
| Office Hours: | Tuesday/Thursday 1:30-3:00 PM |
| Email: | shartman@nyit.edu |
| Course website: | iris.nyit.edu/~shartman and Blackboard |
| Phone (Office): | 516-686-7691 |

3. Catalog Course Description

A study of organizations and of the activities of a manager in an organization. The course follows a functional approach, analyzing such management concepts as organizing decentralization, use of staff, human relations, conflict, decision making, planning, supervision, communication, and financial and production control systems such as budgeting and PERT.

4. Course Overview
The primary goal of this course is to introduce the basic tenets of management theory and explain the interactive nature of the management process, in order to prepare students for more advanced business management courses. Specific objectives are as follows:

- To define the various roles, functions, and levels of management;
- To present a review of major management theories and the evolution of the discipline;
- To define the basic stakeholder groups and their expectations;
- To develop critical thinking, research, oral and written communication skills;
- To promote an understanding of how organizations create value; and
- To demonstrate how course topics build on one another to create integrated knowledge.

5. Course-Level Learning Goals

(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s))²:
Upon the successful completion of this course, the student will be able to:
1. Relate management theory to other parts of their lives (A1);
2. Develop a management vocabulary (A4; A5) and explain basic management principles (A3);
3. Apply knowledge of the major theories in the field (A4);
4. Read and explain the content of articles from a secondary source (A1);
5. Conduct management research and prepare and discuss a major project (A4; A5);
6. Critically evaluate the impact of environments on organizations (A4); and

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¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant “Assurance of Learning Validations” are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom’s Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² The degree of attainment for each course level learning goal is validated through the composite set of scores for the referenced Assurance of Learning Validations for that goal. For example, if a learning goal is followed by (A1), it implies that the average of the set of scores for Assurance of Learning Validation A1 forms the basis of assessment/attainment of the learning goal. Alternatively, if a learning goal is followed by (A3; A4; A6), this indicates that the composite set of scores for Assurance of Learning Validations A3, A4 and A6 are to be used to assess the degree to which this learning goal has been attained with equal weights applied to each set of scores. That is, the average of the scores for A3 is utilized and weighted equally (1/3) with the average for the scores of A4, and also A6. Unless specified otherwise, the weights are equal. In the latter case the weight for each Assurance of Learning Validation would be 1/3.
7. Explain the ethical implications of management decisions (A2).

Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goals)\(^3\):

A1. Oral and Written Team Project: The class will be divided into heterogeneous groups of three students each. The students will be assigned a multinational corporation which has a presence in the local community. During the course of the semester, the students will work as a team and collect data (within the last two years) on the company that will be relevant to the concepts that will be discussed in the course, especially the specific functional areas we learn about. They will make a presentation of their company to their peers. In this course students are expected to use Footnotes and a Bibliography for all assigned reports. Students can also follow this link regarding footnote and bibliography style: Footnotes and Bibliography. Secondly, in the team projects it is ESSENTIAL THAT ALL STUDENTS CLEARLY STATE WITHIN THE PAPER WHAT INDIVIDUAL CONTRIBUTIONS HE OR SHE MADE TO THE PROJECT. IF THIS IS NOT DONE, THE PAPER WILL BE REJECTED. PLEASE COOPERATE. MS WORD MUST BE USED FOR THIS RESEARCH PROJECT. NO PDF FILES. THE PROJECT WILL BE UPLOADED TO THE ORAL AND WRITTEN PROJECT UNDER THE ASSIGNMENTS TAB.

Two scores will be administered: the first is based on the demonstrated teamwork in the presentation (G1O3); and the second is based on the quality of the data collected in support of the project (M2O1). Due 3/12/2019.

6. Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, the student will be able to:
1. Identify how a business develops a strategy for global competition.

7. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In

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\(^3\) A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. All scores are scaled from 1-5 (1-poor, 2-fair, 3-good, 4-very good, 5-excellent). It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a “grade.” A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.
particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools’ teaching and learning methodologies. These methodologies are reflected in the school’s mission statement by way of its TEMPOS campaign\(^4\). In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school’s faculty\(^5\). Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder’s Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MGMT102), four (4) prioritized teaching and learning strategies focus on:
1. critical analysis of their work;
2. independent learning;
3. course projects; and
4. integrating international/global perspectives.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The amount of work in this course was appropriate.


\(^5\) E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.
15. The instructor was available for course related consultation and advice.
17. The instructor assigned challenging course work.
19. The instructor graded and returned student work and exams promptly.
19. The instructor provided helpful, constructive feedback on assignments and course work.
20. The instructor respected cultural differences and diversity among students.
21. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
25. The instructor challenged me to think.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others.

8. Required Resource(s)

Fundamentals of Management: Essential Concepts and Applications (Subscription), 10th Edition

9. Assessment Methodology and Grading Guidelines

A1. Students are encouraged to use Tuft’s Citation Style Guide for academic research papers. Otherwise any standardized academic style guide for footnotes and bibliography is acceptable as long as the student uses only one style guide throughout the research paper.

GRADING

99-100 = A+*
92-98 = A

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7 Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.
90-91 = A-
86-89 = B+
82-85 = B
80-81 = B-
76-79 = C+
72-75 = C
70-71 = C-
65-69 = D
0-64 = F

*An A+ is recorded as an A on the transcript, but the higher score is used to calculate class grades.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Points (i.e. weights)</th>
<th>Time on Task (^8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (two tests administered online using Blackboard)</td>
<td>40 points (20 each)</td>
<td>40 hours (20 hours each)</td>
</tr>
<tr>
<td>Class Participation (see A4)</td>
<td>10 points</td>
<td>30 hours</td>
</tr>
<tr>
<td>Oral and Written Team Project (see 5. A1)</td>
<td>30 points</td>
<td>30 hours</td>
</tr>
<tr>
<td>Individual Student Project (see A2a &amp; A2b)</td>
<td>20 points combined</td>
<td>30 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

A2. Individual Student Project: Students will be required to write two summaries (A2a & A2b) of discussions from the Professional Enrichment Event Calendar. Students will attend two separate Professional Enrichment events of their own choice, and write a brief summary of what was discussed, and what was learned from attending these events. In this course students are expected to use Footnotes and a Bibliography for all assigned reports. Students can also follow this link regarding footnote and bibliography style: Footnotes and Bibliography. Secondly, in the team projects it is ESSENTIAL THAT ALL STUDENTS CLEARLY STATE WITHIN THE PAPER WHAT INDIVIDUAL CONTRIBUTIONS HE OR SHE MADE TO THE PROJECT. IF THIS IS NOT DONE, THE PAPER WILL BE REJECTED. PLEASE COOPERATE. Due dates for Project A2a is 2/26/19 and Project A2b is 4/2/19 respectively.

A3. Class participation as an Evaluative Tool: This is a participation-intensive course. Some classes will be led by student-groups; students will be expected to give feedback to their peers, bring up

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\(^8\) An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.
new and current issues for class, and facilitate participation by others. Needless to say, quality of participation will be judged far more favorably than quantity of participation. We will start every Tuesday class with a brief (10-minute) discussion on current issues in the media that deal especially with the TOPIC BEING COVERED IN THAT WEEK’S CLASS. Bringing up issues from the media will be viewed as a demonstration of STUDENT INVOLVEMENT in the class and will count favorably for the students’ participation grade. In the class participation phase, SELECTED students will be asked to discuss how firms can overcome specific challenges they face relating to ARTICLE’S TOPIC. Students are requested to submit one article each week including a ½ page summary with their name on the summary as well as the article. The purpose of the articles is to have a class discussion regarding current business issues related to the scheduled material covered in the class itself. Therefore, ARTICLES SUBMITTED AT THE END OF THE CLASS ARE UNACCEPTABLE and should be submitted at THE BEGINNING OF THE NEXT CLASS IN ADDITION TO ANY ARTICLE WHICH IS DUE THAT RESPECTIVE DAY. MISSING ARTICLES WILL NOT BE ACCEPTED AT THE END OF THE CLASS NOR IN THE LAST FOUR WEEKS IN THE SEMESTER PRIOR TO THE FINAL EXAM – APRIL 16, 2019. AFTER THIS DATE NO MISSING ARTICLES WILL BE ACCEPTED. STUDENTS SHOULD SUBMIT ARTICLES ON TIME EACH WEEK AT THE BEGINNING OF THE CLASS! THE PURPOSE OF THE ARTICLES IS TO HAVE A DISCUSSION DURING THE CLASS ON A RELEVANT MANAGEMENT TOPIC. HANDING IN THE ARTICLE AT THE END OF THE CLASS OR NOT AT ALL DOES NOT CONTRIBUTE TO A CLASS DISCUSSION. PLEASE COOPERATE. SUBMIT THE ARTICLES AT THE BEGINNING OF THE CLASS. DO NOT FALL BEHIND!

10 Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student’s explanation for having missed the class or test. Students are requested to sign a daily sheet for the class.

11 Deductions for Late Arrival, Early Departure, and Unexcused Absences: All students are asked to show respect for their peers and the faculty by arriving on time in order to prevent interrupting the entire class. In the event a student must depart the class prior to the scheduled end of the class, he/she is requested to notify me at the beginning of the class and sit close to the classroom door so that your departure will cause as little disruption as possible.

12 Policy for Make-Up Assignments or Quizzes: Makeup assignments and exam are strongly discouraged, and will be allowed only if a Doctor’s signed statement is presented or similar proof of circumstances are presented.
13 Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member’s or instructor’s role to carry out the normal academic or educational functions of his/her classroom or laboratory, including teaching and research.

14 Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.

- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations maybe requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.

- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

15 Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service’s database, solely for the purpose of detecting plagiarism of such papers.
• Plagiarism is the appropriation of all or part of someone else’s works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one’s own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf.

16 15 Week Topical Class Schedule

<table>
<thead>
<tr>
<th>Week of (dates)</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/19</td>
<td>Managers and Management &amp; A Brief History of Management’s Roots</td>
<td>Ch. 1 &amp; 1b</td>
</tr>
<tr>
<td>1/29/19</td>
<td>The Management Environment</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>2/5/19</td>
<td>Integrative Managerial Issues</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>2/12/19</td>
<td>Foundations of Decision Making</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>2/21/19</td>
<td>No Tuesday Class. Foundations of Planning</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>2/26/19</td>
<td>Organizational Structure and Design</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td><strong>Project A2a Due.</strong></td>
<td></td>
</tr>
<tr>
<td>3/5/19</td>
<td>Managing Human Resources &amp; Building Your Career. See Professional Enrichment Event Calendar.</td>
<td>Ch. 7 &amp; 7b</td>
</tr>
<tr>
<td>3/12/19</td>
<td>Managing Change and Innovation  <strong>Project A1 due.</strong></td>
<td>Ch. 8</td>
</tr>
<tr>
<td>3/19/19</td>
<td>Spring Recess NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>4/2/19</td>
<td>Motivating and Rewarding Employees  <strong>Project A2b due.</strong> See Professional Enrichment Event Calendar.</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>4/9/19</td>
<td>Leadership and Trust.</td>
<td>Ch. 12</td>
</tr>
</tbody>
</table>
### 4/16/19
Managing Communication and Information, **FINAL DATE TO SUBMIT MISSING ARTICLES.**
Ch. 13

### 4/23/19
Foundations of Control  Operations Management &
Ch. 14

### 4/30/19
Managing Entrepreneurial Ventures
Ch. 15 & 15b

### 5/7/19
Make Up Days

### 5/14/19
Online Final using Blackboard - CHAPTERS 9-15b.

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#### 17 Professional Enrichment:

Please check the School of Management [Professional Enrichment Event Calendar](#) on a regular basis to get the most current events.

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#### 18 Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at [www.nyit.edu/library](http://www.nyit.edu/library). The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library’s resources from off campus.

On the left side of the library’s home page, you will find the “Library Catalog” and the “Find Journals” sections. In the middle of the home page you will find “Research Guides;” select “Video Tutorials” to find information on using the library’s resources and doing research.

Should you have any questions, please look under “Library Services” to submit a web-based “Ask-A-Librarian” form.