

UNIVERSITY OF INDIANAPOLIS

INTRODUCTION TO MANAGEMENT

(MGT 281- AU1)

CRN: 12638

3 credit hours

Thursday 6-9:45 PM – Esch Hall 164

Summer Session – 2008

(August 25th – September 27th, 2008)

Student Syllabus

Instructor Information:

William R. Wash, M.B.A
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Dean of School for Adult Learning – Dr. Patricia A. Jefferson

Textbook:

Management – 9th ed.

John R. Schermerhorn, Jr.

John Wiley & Sons, Inc.

ISBN – 13: 978-0470-07835-8

School for Adult Learning – Objectives:

The School for Adult Learning offers students the opportunity to earn a degree in a variety of academic areas. Course offerings are available in accelerated, distance learning, or full-length offerings tailored to meet the needs of the adult learner. The adult learner is in a unique situation as they must balance the desire to achieve a higher level of education with the responsibilities of a family and a job. As a result, the School for Adult Learning's faculty, administration, and staff provide a flexible environment to assist the adult learner in overcoming any obstacles that may stand in the way of their individual educational aspirations. In return, students are asked to be active participants in the learning process, sharing their personal experiences as a means to enhance the overall learning potential of everyone involved.

MGT 281 – Objectives:

The objective of this course is for the student to learn about the basic functions of management from the corporate to functional level(s). Upon completion of this course the student will define and apply the various functions of management – including (POLC) planning, organizing, leading, and controlling the business enterprise. The student will respond at a pragmatic level to a broad spectrum of topics that face managers in the modern business environment, to include – but not necessarily limited to – the general overall functions of management, decision making techniques, international management (managing in a global environment), corporate cultural issues, human resource management, production management, social responsibility (environmental issues), decision making, and the importance of proper financial management.

Although the primary method of conveying this material will be via lecture, each student will be expected to add to the learning experience by their participation in classroom discussion and preparation prior to class. Each student will be expected to interact in some fashion during the allotted time provided each week. In order to do this each student must come to class having spent time reading the assigned material and having completed the assigned coursework.

Accelerated classes are five weeks in duration. Although the total time in the classroom is reduced, the amount of time required outside of the classroom increases. The “Gold Standard” for university-level classes is the Carnegie standard. The Carnegie standard specifies that a 3.0 credit hour course equals 168 hours in combined classroom and outside study activity. For a 3.0 credit hour course, the accelerated student will need to budget a total of 168 clock hours in combined classroom and outside study activity (approximately 34 clock hours per week). There are 4.0 hours of class each week for five weeks (a total of 20 hours of lecture per course), and 10 hours of study outside of class for each hour of lecture. As a result, a 3.0 credit hours class requires 30 clock hours per week in outside preparation (148 hours of outside study). 20 hours of lecture + 148 hours of outside work = 168 hour standard. Please be cognizant of this, and make every effort to budget your time wisely. (Source – <http://sal.uindy.edu/goldstandard.html>)

Instructor Expectations/Objectives:

The instructor’s aim is to provide the student with the high performance standards expected from all of the various programs, and courses of study the University of Indianapolis is reputed for. The instructor’s aim is that each student will have a solid knowledge of each of the topics listed in the “Learning Summary” at the end of each chapter. The instructor will facilitate lively classroom discussion, supplement material with personal experiences, encourage student expression of ideas and experiences, and keep the learning on task and track for the time allotted. Each student is expected to think about the material covered in each chapter and how it applies to their workplace, personal life, or organization of their choosing. Students should expect to be called upon to comment and share their views and ideas during each class session.

The Faculty Role in Services for Students with Disabilities

The University of Indianapolis has been committed to providing equal opportunity to its academic programs and ensuring its campus is free of discrimination and harassment. The university believes a rich diversity of people and points of view enhances the quality of the education. This commitment to a diverse and inclusive learning environment includes providing equal access for students with disabilities. As a course instructor, you are an important partner in this endeavor and the following information will provide an introduction to your role in ensuring the university meets its commitment.

Academic Integrity / Student Expectations, Privileges, Responsibilities

Academic Integrity

The 2005-2007 University of Indianapolis Academic Catalog details that, “University of Indianapolis students are expected to adhere to the ideal of academic integrity in all academic work. Academic honesty and respect for the work of others are considered inviolable tenets of an institution of higher education.

Plagiarism and cheating are contrary to the ideal of academic integrity and are not tolerated. Plagiarism is defined as presenting the work of someone else as one’s own. Cheating is defined as dishonesty of any kind in connection with assignments or examinations; it applies to both giving and receiving unauthorized help. Students guilty of plagiarism or cheating are subject to disciplinary action that may include failure in the course involved or expulsion from the University. The disciplinary action is dependent upon the judgment of the instructor and the provost.

Some faculty members encourage collaborative work and make assignments that require cooperative effort. Authorized collaboration should not be confused with plagiarism and cheating.

Regulations concerning academic misconduct are described in detail in the *Student Handbook*, available from the Office for Student Affairs.”

Graded Assigned Activities:

ASSIGNED ACTIVITIES	POINTS
1. In-Class Participation	40
2. Weekly quiz - given after each lecture period	15
3. Total of three papers, at a minimum of two pages each, on a topic selected by the student that deals directly with some facet of the business management discipline that we have covered in class	15
4. Final Exam	30
TOTAL POINTS POSSIBLE	100

Grading Scale:

- A – 90 to 100 Points
- B – 80 to 89 Points
- C – 70 to 79 Points
- D – 60 to 69 Points

Expectations and Grading Criteria for Papers and Projects:

Student papers and projects on outside issues may be developed from topics given in the course description (student handbook), and/or course objectives. The sources for these papers and projects may range from the course text, magazines, books, newspapers, seminar notes, class discussion, internet articles, interviews, etc.

The paper format should be that of a report. It should be at least two pages in length, but not to exceed three. Papers will be graded on the basis of overall content, course or subject relevance, practical application, grammar, spelling, punctuation and sentence structure. As an instructor, I reserve the right to discount a grade, or refuse to accept a paper, that does not meet minimum standards of proper English usage. All material that is submitted must be typed using at least a 10 pica font type, double spaced, using 1.25” left and right margins, and 1.0” top and bottom margins.

To facilitate and expedite the grading process it is a requirement that each paper be submitted electronically as a Microsoft Word attachment to an email. **The email must be submitted no later than 2200 on the date that the assignment is due.** Each student may wish to also turn in a hardcopy of each written assignment as a precautionary measure as well during the class period. The paper copy does NOT satisfy the email requirement that is described above. **The written assignment must be the work of each individual student and must be submitted on time. Written assignments that have been copied, paraphrased from other sources, and/or essentially plagiarized will result in a failing grade. A student must give due credit to the originality of others and acknowledge quotes (oral or written), ideas, opinions, theories, facts, statistics, and illustrations unless the information is otherwise common knowledge.**

There are a variety of support services available within the School for Adult Learning. I have provided examples of support services that are available on campus for you to use: **writing laboratory, and tutoring**. Please see the URL listed for additional information regarding times and locations for each of these excellent resources.

(<http://sal.uindy.edu/support.html>)

Late assignments will result in a minimum of 2 points for each class session that passes.

Attendance Policy:

The student is responsible for withdrawing from the course. In order to receive a full refund, students must withdraw by the Friday of the first week of class.

Class participation is weighted so heavily as part of the overall grade in this course due to the accelerated format. Each student is expected to be present at each class meeting. Understandably, there are extenuating circumstances that may be communicated to, and approved by, the instructor in advance of the class meeting. **Missed class sessions result in a loss of participation points for that class period. Absences may also result in assignments being turned in late, which at the discretion of the instructor, may result in points being deducted from the assignment.**

Final Exam:

A comprehensive final exam will be given at the end of the five-week course.

Course Calendar:

Session #1 , August 28, 2008:

Read: Part 1 Management(Chapters 1,2,3) & Part 2 Environment (Chapters 4,5,6) – prior to the first class meeting

Bring a copy of your employer's most current/recent mission & vision statement(s), as well as a copy of your employer's most recent organizational chart

Quiz#1

Session #2 , September 4, 2008:

Read: Part 3 Planning (Chapters 7,8,9) prior to class

Read: Part 4 Organizing (Chapters 10,11,12) prior to class

Paper #1 – due

Quiz#2

Session #3, September 11, 2008:

Read: Part 5 Leading (Chapters 13,14, 15, 16,17) prior to class

Paper #2 due

Quiz #3

Session #4, September 18, 2008:

Read: Part 6 Controlling (Chapters 18 and 19) prior to class

Paper #3 due

FINAL EXAM distributed - due NLT 22:00 Monday, September 21, 2008

Session #5, September 25, 2008:

Final Exam Review

Course Debrief – Final Grades

Course Evaluation

IMPORTANT

Please check with the SAL office to confirm the location prior to our first class session. In addition, please send (email) your name, phone number(s) and email address(es) to me prior to the start of the course so that I may contact you in case of emergency or class session changes. In addition, please feel free to contact me if you do not understand the syllabus or any of the outline requirements.