MGMT 3370 – MANAGEMENT PRINCIPLES
SECTION 502 & 504, ONLINE ASYNCHRONOUS (ANYTIME)
SPRING 2024 (01.18.2024 – 05.10.2024)

Instructor: Mrs. Jamie N. Derrick
Email: JNDerrick@sfasu.edu
Department: Management & Marketing, Rusche College of Business
Office Hours: (Available outside office hours via Zoom or in-person by appointment)
Office: 403AA, McGee Building

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Class Hours:
- Monday, Wednesday, Friday: 10:00 am – 10:50 am (BU 124)
- Monday & Wednesday: 11:00 am – 12:15 pm (BU 124)
- Online: MGMT 3379.001
- Online: MGMT 3370.001
- Online: MGMT 3370.502
- Online: MGMT 3370.504

Full Spring: Jan 18 – May 10

COURSE DESCRIPTION
Management philosophy, functions of management, behavioral approaches to management including the impact of demographic diversity on organizations. Presentation of management as a discipline and as a process.

PREREQUISITE(S)
Sophomore standing.

COURSE OBJECTIVES

LEARNING GOALS AND OBJECTIVES FOR THE BACHELOR OF BUSINESS ADMINISTRATION (BBA)
The BBA degree has four distinct learning goals, all of which are included in this course:

- **Critical Thinking.** Our graduates will be able to use critical thinking skills to make business decisions informed by data analysis and quantitative methods.
- **Communication Skills.** Our graduates will have effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.
- **Ethical Responsibility.** Our graduates will be able to explore and analyze ethical duties and dilemmas inherent in a diverse and global business environment.
- **Business Acumen.** Our graduates will be able to apply key business concepts from across the business foundation curriculum.
PROGRAM LEARNING OUTCOMES

Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at [http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources](http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources).

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will understand basic theories and insights drawn from the field of management and be able to relate that understanding to organizational settings including but not limited to the following:

1. Describe the basic management functions (planning, leading, organizing & controlling) and the decision-making processes in each of these areas.
2. Understand the importance of diversity and organizational culture in a dynamic and global environment.
3. Understand the importance of ethical decision making and social responsibility.
4. Understand the importance and value of planning as it relates to organizational outcomes.
5. Understand the manager’s role in motivation, leadership, communication and teamwork.

Students are expected to go beyond rhetoric and ideology to develop critical thinking about the principles of management. As a result, students are encouraged to ask questions and to challenge assumptions of class discussions while respecting the logical and reasoned positions of others.

COURSE CONTENT

REQUIRED TOPICS:
- Evolution of Management
- Environmental Forces
- Global Considerations
- Ethics & Social Responsibility
- Planning and Strategy Formation
- Decision Making
- Organizational Design
- Motivation
- Leadership
- Organizational Communication
- Managing Work Teams
- Organizational Culture & Workforce Diversity
- Controlling in Organizations

OPTIONAL TOPICS:
- Entrepreneurs
- Small Business
- Planning and Decision Aids
- Human Resource Management
- Organizational Change & Development
- Information Management
- Technology
- Operations Management
- Self-Management
- Organizational Politics
WEB ETIQUETTE AND COMMUNICATIONS

All students are expected to behave, email, and post in a professional, business manner during this class. Assignments are graded on content and appearance not only of the assignment, but on the manner in which the assignment is submitted and the content of the email accompanying the assignment.

COMMUNICATION TO THE INSTRUCTOR

For this course, the preferred communication method is to email me directly at INDerrick@sfasu.edu. Email is the best way to reach me. I will do my best to respond to your emails in a timely manner (within 24 hours, except for emails received on the weekend or during university holidays).

When emailing my @sfasu.edu account, students should include the course code, student name, and general description of the email in the subject line for all emails sent to the instructor. [Example: MGMT 3370.501 (Jane Doe) – Ch. 1 Assignment Question] Email communications that do not follow this format may not be responded to timely or at all.

Additionally, the body of each email should be written coherently with the question or issue described in a clear and thoughtful manner. As the ability to communicate effectively in a professional manner is a core requirement for success in business, all communications with the instructor (including emails, phone calls, and face-to-face/virtual interactions) in and out of the classroom will be considered when determining each student’s attendance/participation grade.

COMMUNICATION FROM THE INSTRUCTOR

When communicating to the class as a whole (or defined subsets of students), I will use the News/Announcements feature in Brightspace (D2L). If I need to contact a student individually, I will send a message via Brightspace (D2L) email. Students are highly encouraged to setup email and announcement notifications to ensure communications are not missed.

ABOUT THIS COURSE

REQUIRED BOOKS/READINGS

Management: A Practical Introduction 10th Edition (with Connect course access) by Angelo Kinicki, McGraw-Hill Education.

ISBN: 9781265615901 (Connect Access Card Only)

There are several purchasing options available to you. More information is provided in your course content on Brightspace (D2L).

Connect access, which includes an e-book, is required for this course.

Additional readings and materials will be provided through Brightspace by D2L by the instructor.

OTHER REQUIRED MATERIALS

No other materials required.
CLASS PREPARATION

To fully understand the concepts covered in this course, you will likely need to review the assigned material more than once. Keeping up with the course requirements throughout the semester helps you better comprehend the content being covered and improves your likelihood of success in a course.

CLASS TIME

The week for this course runs Monday to Sunday with most assignments due by 11:59 pm throughout the week. Go to https://d2l.sfasu.edu for Brightspace (D2L) access. Relevant announcements, course material and grades will be posted in Brightspace (D2L).

TIME COMMITMENT

This course being solely online and asynchronous (anytime) in nature, there is no defined time in which students must participate in the course. Students are given adequate windows of time to determine when they will complete required coursework and exams. Some may be able to complete the readings, assignments, quizzes, and projects quicker than others, but on average, students should expect to spend nine (9) to ten (10) hours per week committed to this course. Weeks that cover multiple assignments or projects will require a greater time commitment than weeks with less due, have holidays, or involve end of term exams. To assist students in planning their week, instructions for each course assignment in Brightspace (D2L) include an estimated time to complete and/or the number of questions in the assignment.

TECHNOLOGY REQUIREMENT

As you have selected to enroll in an online course that relies heavily on technology, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the Course Schedule.

Technology is a marvelous tool; however, I also know that it can be a little intimidating, and there can be a bit of a learning curve. I will be patient with you as you familiarize yourself with different platforms, applications, and software; I ask that you also have some patience with me. Depending on the situation, I may be willing to provide an alternative means of completing an assignment as a result of technology-related problems if you communicate with me in a timely manner; however, it is not my responsibility as the instructor to provide you with additional time for assignments or exams due to technological issues on your part. In other words, if you have an assignment coming up and are experiencing technological issues that may prevent you from successfully completing the assignment, do not wait until the night it is due to reach out to me – allow both of us adequate time to troubleshoot and, if appropriate, come up with an alternative means of completing the assignment.

BRIGHTSPACE (D2L) & ZOOM TECHNICAL SUPPORT

For Brightspace by D2L technical support, contact student support in the Center for Teaching & Learning (CTL) at d2l@sfasu.edu or 936-468-1919. https://www.sfactl.com/student-support If you call after regular business hours or on a weekend, please leave a voicemail.

CONNECT TECHNICAL SUPPORT

Technical support for Connect is available 24/7 with live chat at https://mhedu.force.com/CXG/s/ContactUs, or M-R 24/7, Friday 12:00 a.m. - 9:00 p.m. EST, Saturday 10:00 a.m. – 8:00 p.m., and Sunday 12:00 p.m. – 12:00 a.m. at 800.331.5094.

GENERAL TECHNICAL SUPPORT
MGMT 3370.502 & 504
For general computer support (not related to Brightspace by D2L), contact the SFA Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using Brightspace by D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

GRADING & EVALUATION

Final grades for this course will be determined using the following scale:

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%
- D = 60-69.9%
- F = 59% and below

Grades are weighted and determined from a variety of assessment types:

- Exams: 30%
- Discussions: 25%
- Chapter Assignments: 15%
- Chapter Quizzes: 30%

The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. I do not give individual points, extra credit, or additional projects to increase one’s individual grade at any time. You earn points through quality work throughout the semester. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class.

EXAMS (30% OF GRADE)

There will be three examinations in this course. Exams will be administered online through Brightspace by D2L and will consist of multiple-choice, matching, true/false, fill-in-the-blank, and/or short answer questions.

Detailed information/instructions on the exam is available in your course content on Brightspace (D2L). All exams must be taken as scheduled unless prior arrangements are made due to official university absences.

DISCUSSIONS (25% OF GRADE)

Throughout the term, students will be presented with an article, topic to research, or other information relevant to the course and be asked to post/reply in the appropriate discussion forum. To ensure time for thoughtful student engagement, students are expected to post their initial post by Wednesday, with engaging replies due by Sunday night.

Additionally, students will conduct a post-discussion evaluation of their peers and rate their top contributors for each discussion.

Detailed information/instructions on each discussion assignment is available in your course content on Brightspace (D2L).

CHAPTER ASSIGNMENTS (15% OF GRADE)

To reinforce the learning objects of each chapter, students will work through a variety of activities and exercises using the McGraw-Hill Connect access.

CONTENT QUIZZES (30% OF GRADE)

Content quizzes will be administered through McGraw-Hill Connect and will review content from assigned readings and material covered in each chapter.
LATE WORK AND DEADLINE EXTENSIONS

OFFERS OF GRACE [CHAPTER ASSIGNMENTS & QUIZZES ONLY]

As we all know, life has a way of creating hurdles and distractions that may prevent students from completing every assignment on time. Whether it be a family emergency, illness, work conflict, computer trouble, accidentally sleeping through an alarm, or anything else, I will give you some grace.

Contact me within 24 hours of missing a deadline, and I’ll give you a two (2) day extension – no questions asked. Regardless of excused or unexcused reasons, a maximum of three (3) deadline extensions are permitted for each student.

DISCUSSIONS

The point of discussion assignments is for students to engage in thoughtful dialog with classmates and learn from each other. Because of the time-critical nature of discussion-based assignments and the intention for students to engage in back-and-forth conversation, deadline extensions will not be given.

SIGNIFICANT ABSENCES

If a student misses a week’s worth of assignments (or more), they must contact me as soon as possible so arrangements can be made to ensure the student is able to complete assignments and fulfill the requirements of the course. I will not make ANY assignment deadline extensions if the request is made more than a week after the established deadline.

MAKE-UP EXAMS

Make-up exams will be given only in the case of documented illness, emergencies, death in the family, university related absences, or similar unavoidable circumstances. Faulty internet connect IS NOT an excusable reason to miss an exam deadline. Make-up exams may differ in format from scheduled exams. In the event of a missed exam, the student is responsible for informing me of the nature of the absence and providing the necessary documentation. Failure to do so will result in a score of zero (0) points on the exam.

If a student is aware they will not be able to take an exam during the established timeframe, they must contact me as soon as possible so they can schedule to take the exam at an alternative time – these arrangements should be made BEFORE the exam window opens. Students requesting an extension after an exam window has closed will be reviewed with heightened scrutiny.

EXTRA CREDIT OPPORTUNITIES

Extra credit opportunities are available at the instructor’s discretion. Any extra credit opportunities will be announced on Brightspace (D2L).

OTHER IMPORTANT INFORMATION

SAFE SPACE AND INCLUSION

Please know that my office, our physical classroom, and our virtual classroom are safe spaces. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity,
MGMT 3370.502 & 504

race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

CHALLENGING CONVERSATIONS

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.

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# TENTATIVE COURSE SCHEDULE*

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| **Week 1.** Jan 18 – Jan 21 | Introduction to Management Principles (MGMT 3370)  
Chapter 1. The Exceptional Manager: What You Do, How You Do It  
*Discussion: Introduce Yourself* |
| **Week 2.** Jan 22 – Jan 28 | *Peer Evaluation (Discussion: Introduce Yourself) due Tues, Jan 23*  
Chapter 2. Management Theory: Essential Background of the Successful Manager |
| **Week 3.** Jan 29 – Feb 4  | Chapter 3. The Manager’s Changing Work Environment and Ethical Responsibilities: Doing the Right Thing  
*Discussion 1: Manager Challenges* |
| **Week 4.** Feb 5 – Feb 11 | *Peer Evaluation (Discussion 1: Manager Challenges) due Tues, Feb 6*  
Chapter 4. Global Management: Managing across Borders |
| **Week 5.** Feb 12 – Feb 18 | Chapter 5. Planning: The Foundation of Successful Management |
| **Week 6.** Feb 19 – Feb 25 | Exam 1 (Ch. 1 – 5) Sunday, February 18 12:00 noon - Monday, February 19 11:59 PM  
Chapter 6. Strategic Management: How Exceptional Managers Realize a Grand Design |
| **Week 7.** Feb 26 – Mar 3 | Chapter 7. Individual and Group Decision Making: How Managers Make Things Happen  
*Discussion 2: Decision-making Style* |
| **Week 8.** Mar 4 – Mar 10 | *Peer Evaluation (Discussion 2: Decision-making Style) due Tues, March 5*  
Chapter 8. Organizational Culture and Structure: Drivers of Strategic Implementation |
| **Week 9.** Mar 11 – Mar 17 | **Spring Break** |
| **Week 10.** Mar 18 – Mar 24 | Chapter 10. Organizational Change and Innovation: Lifelong Challenges for the Exceptional Manager |
| **Week 11.** Mar 25 – Mar 31 | Chapter 11. Managing Individual Differences and Behavior: Supervising People as People  
**Spring Mini-Break (March 28 – March 31)** |
| **Week 12.** Apr 1 – Apr 7 | Chapter 12. Motivating Employees: Achieving Superior Performance in the Workplace |
| **Week 13.** Apr 8 – Apr 14 | Exam 2 (Ch. 6 – 12) Sunday, April 7 12:00 noon - Monday, April 8 11:59 PM  
Chapter 13. Groups and Teams: Increasing Cooperation, Reducing Conflict |
| **Week 14.** Apr 15 – Apr 21 | Chapter 14. Power, Influence, and Leadership: From Becoming a Manager to Becoming a Leader  
*Discussion 3: Working with Critics* |
| **Week 15.** Apr 22 – Apr 28 | *Peer Evaluation (Discussion 3: Working with Critics) due Tues, April 23*  
Chapter 15. Interpersonal and Organizational Communication: Mastering the Exchange of Information |
| **Week 16.** Apr 29 – May 5 | Chapter 16. Control Systems and Quality Management: Techniques for Enhancing Organizational Effectiveness |
| **Week 17.** May 6 – May 10 | Comprehensive Final Exam window is Tuesday, May 7 12:01 AM – Wednesday, May 8 11:59 PM  
(Exam schedule available on Registrar’s website) |

Calendar subject to change at the discretion of the instructor. Additional readings/videos may also be assigned for certain modules.
ACADEMIC INTEGRITY (UNIVERSITY POLICY 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

I take academic integrity very seriously.

WITHHELD GRADES (UNIVERSITY POLICY 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

STUDENTS WITH DISABILITIES

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
STUDENT WELLNESS AND WELL-BEING

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

THE DEAN OF STUDENTS OFFICE (RUSK BUILDING, 3RD FLOOR LOBBY)

www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA HUMAN SERVICES COUNSELING CLINIC (HUMAN SERVICES,BUILDING, ROOM 202)

www.sfasu.edu/humanservices/139.asp
936.468.1041

THE HEALTH AND WELLNESS HUB “THE HUB” (CORNER OF E. COLLEGE AND RAGUET ST.)

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

CRISIS RESOURCES

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741