

ITT Technical Institute
MG2650
Fundamentals of Management
Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 45 (45 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: MG1350 Fundamentals of Supervision or equivalent

Course Description:

This course explores the concept that supervision and management are related, but involve different styles. It reviews where management fits in the organization chart and how managers motivate employees for best organizational results. Concentration is on management's responsibility to bring value to shareholders through the execution of traditional management functions.

Where Does This Course Belong?

This course is required to earn an associate's degree in Business Management or in Accounting from the School of Business.

Course Summary

Major Instructional Areas

1. Managers and management
2. Foundations of decision making
3. Foundations of planning
4. Basic organization designs
5. Staffing and human resource management
6. Leadership and trust
7. Motivating and rewarding employees
8. Understanding work teams
9. Foundations of control

Course Objectives

1. Compare and contrast the roles of a supervisor and a manager.
2. Develop an organization chart for a company in the standard triangle and inverted triangle modes, and differentiate between the two from a management process perspective.
3. Analyze the process of motivation using X versus Y and more modern theories.
4. Compare the benefits of different spans of management control given different conditions that confront the organization and its managers.
5. Be able to prioritize in order to bring the greatest value to all stakeholders of the organization.
6. Use the ITT Tech Virtual Library to research concepts pertaining to the four key management functions of planning, organizing, leading, and controlling.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Robbins, S. P., Cenzo, D. A., & Coulter, M. (2013). <i>Fundamentals of management</i> (8th ed.). Upper Saddle River, NJ: Prentice Hall.			
Robbins, S. P., Cenzo, D. A., & Coulter, M. (2013). MyManagementLab Student Access Code Card for <i>Fundamentals of Management</i> . (8th ed.). Upper Saddle River, NJ: Prentice Hall.			

Recommended Resources

Books, Professional Journals

- Journal of Management: <http://jom.sagepub.com/>
- MIT Sloan Management Review: <http://sloanreview.mit.edu/>

Professional Associations

- American Management Association: www.amanet.org
- National Management Association: <http://nma1.org/>
- Society of Human Resource Professionals: www.shrp.org/

ITT Tech Virtual Library

Basic search>

- Reynolds, B., & Pitino, R. (2001). *Lead to succeed: 10 traits of great leadership in business and life*. Westminster, MD: Broadway Books.
- Krell, E. (2011). Managing the matrix. *HR Magazine*.
- Atwood, C. (2008). Managers Skill Training, ASTD: Chapter 12: Activities 12:11 and 12:12
- Wong, M., Gardiner, E., Lang, W., & Coulon, L. (2008). Generational Differences in personality and motivation for the workplace. *Journal of Managerial Psychology*, 23 (8), 2008.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Management styles
- Human resource functions
- Management decision-making
- Change management
- Corporate social responsibility
- Leadership
- Team management
- Entrepreneurship

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"> ▪ Do take a proactive learning approach. ▪ Do share your thoughts on critical issues and potential problem solutions. ▪ Do plan your course work in advance. ▪ Do explore a variety of learning resources in addition to the textbook. ▪ Do offer relevant examples from your experience. ▪ Do make an effort to understand different points of view. ▪ Do connect concepts explored in this course to real-life professional situations and your own experiences. 	<ul style="list-style-type: none"> ▪ Don't assume there is only one correct answer to a question. ▪ Don't be afraid to share your perspective on the issues analyzed in the course. ▪ Don't be negative about the points of view that are different from yours. ▪ Don't underestimate the impact of collaboration on your learning. ▪ Don't limit your course experience to reading the textbook. ▪ Don't postpone your work on the course deliverables – work on small assignment components every day.

Course Outline

Unit 1: MANAGEMENT AND SUPERVISION Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> • Compare and contrast the roles of supervisors and managers. • Analyze the role of the four management functions in achieving the organization's purpose. • Integrate ITT Tech Virtual Library Business Links for research of key management functions. • Apply Mintzberg's Managerial Roles to types and levels of management. • Assess personal motivational management roles. 			Unit Duration: <i>Onsite: 1 week</i>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chapter 1 	Research Assignment	Unit 1 Research Assignment 1: Management/Supervision: Roles and Responsibilities	3%
	Writing Assignment	Unit 1 Writing Assignment 1: Assessing Personal Motivation	2.2%

Unit 2: THE MANAGEMENT ENVIRONMENT Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> • Explain the impact of the New Economy on Management. • Discuss the impact of society's expectations and cultural values on management. • Apply a code of ethics and management responsibility to a business issue. • Integrate the roles and responsibilities of management within various generational workforces and customers. • Synthesize management roles through specific application. 			Unit Duration: <i>Onsite: 1 week</i>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chapter 2 	Writing Assignment	Unit 2 Writing Assignment 1: Management Code of Ethics and Social Responsibility	2.4%
	Quiz	Unit 2 Quiz 1	2%
	Research Assignment	Unit 2 Research Assignment 1: Generational Profiles	3%

Unit 3: FOUNDATIONS OF DECISION MAKING Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> • Explain the different models of decision making. • Analyze a management problem and apply a decision making model demonstrating the greatest stakeholder value. • Investigate barriers to decision making and model opportunities for success. 			Unit Duration: <i>Onsite: 1 week</i>
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<ul style="list-style-type: none"> Analyze personal decision making and performance goal measures. Research two management styles and compare and contrast elements. Leverage research to initiate topic decisions for final project. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Robbins, Chapter 4 Read Chapter 12, Activities 12:11 and 12:12, <i>Manager Skills Training</i>, Atwood (2008), found in the ITT Tech Virtual Library> Basic search 	Research Assignment	Unit 3 Research Assignment 1: Management Apprentice Style Profile	3%
	Writing Assignment	Unit 3 Writing Assignment 1: Decision-Making Barriers and Successes	2.2%
	Quiz	Unit 3 Quiz 2	2%

<p>Unit 4: FOUNDATIONS OF PLANNING</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Differentiate between formal and informal planning processes. Demonstrate the strategic planning process. Use the ITT Tech Virtual Library to research a strategic plan and mission statement of a current organization. Evaluate personal, professional, and organizational goals by applying varied strategies. Synthesize decision making, goal setting, and strategic planning through a specific application. Assess personal proactive “entrepreneur” style, comparing entrepreneur characteristics to other management styles. 			<p>Unit Duration: Onsite: 1 week</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Robbins, Chapter 5 Robbins, <i>Entrepreneurship</i> Module, p. 392 	Writing Assignment	Unit 4 Writing Assignment 1: Management Apprentice Goals and Strategic Planning	2.2%
	Research Assignment	Unit 4 Research Assignment 1: Decision-Making Styles in Business Plans	3%

<p>Unit 5: ORGANIZATIONAL STRUCTURE</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Describe the six key elements of organizational structure. Compare, contrast and chart traditional and contemporary organizational designs. Justify the span of control in an organization as it relates to authority, power, and culture. Differentiate between centralized and decentralized decision making. Evaluate organizational structure demonstrating benefits and opportunities. 			<p>Unit Duration: Onsite: 1 week</p>
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<ul style="list-style-type: none"> • Develop organizational charts correlating to the various business structures. • Develop illustrations of the components of organizational culture correlated to the global and diversity distinctions. • Synthesize organizational structure and culture in case study format. • Construct and justify a recommended organization structure that complements the management style. Outline the decision-making and control levels in the organization. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chapter 6 • ITT Tech Virtual Library> Basic search> Krell, E. (2011). Managing the Matrix, <i>HR Magazine</i>, April 2011. 	Case Study	Unit 5 Case Study 1: Insomnia Cookies: Design and Control Centers	4%
	Quiz	Unit 5 Quiz 3	2%

<p>Unit 6: MANAGING HUMAN RESOURCES AND CHANGE AND INNOVATION</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Describe the roles of Human Resources in an organization. • Outline the process for identifying and selecting employees. • Distinguish the difference between performance management systems and evaluations or appraisals. • Categorize the components of employee compensation. • Appraise and solve current Human Resources challenges through a case study. • Integrate the management functions, roles, planning, structure and human resources in project format. • Analyze Kotter's model for leading change and apply change techniques to a business issue. • Determine the variables which stimulate innovation in a sample business. 			<p>Unit Duration: Onsite: 1 week</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chapter 7 	Case Study	Unit 6 Case Study 1: Patagonia: Human Resource Management	4%
	Writing Assignment	Unit 6 Writing Assignment 1: Management Apprentice: Managing People and Change	2.2%
	Quiz	Unit 6 Quiz 4	2%

<p>Unit 7: UNDERSTANDING GROUPS AND TEAMS</p> <p>Upon completion of this unit, students are expected to:</p>		<p>Unit Duration: Onsite: 1 week</p>
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<ul style="list-style-type: none"> • Compare and contrast groups and teams in organizational structures. • Explain the stages of group development. • Construct effective group and work team best practices. • Evaluate the impacts of team conflict on organizations and propose mitigating actions. • Incorporate tools to reduce group conflict and increase effectiveness in a business situation. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chapter 10 • Dickenson, H., & Glasby, J. (2008). When a team is not a team? <i>Community Care (1735)</i> 30-32. http://www.communitycare.co.uk/2008/08/11/w hen-is-a-team-not-a-team/ • ITT Tech Virtual Library> Basic Search <ul style="list-style-type: none"> ○ Flanagan, C.R. (2009). How teams can capitalize on conflict. <i>Strategy Leadership</i>, 37(1), 20-23. 	Case Study	Unit 7 Case Study 1: Groups and Teams at Kluster	4%
	Writing Assignment	Unit 7 Writing Assignment 1: Management Apprentice: Team and Group Best Practices	2.2%

<p>Unit 8: MOTIVATION AND REWARD</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Define motivation. • Distinguish contemporary and traditional (X versus Y) theories of motivation. • Prioritize rewards across generational workforces and global cultures. • Research current trends in Motivation Theory using the ITT Tech Virtual Library. • Apply the motivational processes to typical management problems through case study. 			<p>Unit Duration: Onsite: 1 week</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chapter 11 • ITT Tech Virtual Library> Basic Search: <ul style="list-style-type: none"> ○ Paterson, J. (2011, Feb) Breeding Loyalty. <i>Employee Benefits Magazine</i>. • ITT Tech Virtual Library> Basic Search: <ul style="list-style-type: none"> ○ Wong, M. (2008). 	Writing Assignment	Unit 8 Writing Assignment 1: Motivation Theory with Different Workforces	2.2%
	Case Study	Unit 8 Case Study 1: Searching For?	4%
	Quiz	Unit 8 Quiz 5	2%

<p>“Generational differences in personality and motivation: Do they exist and what are the implications for the workplace?” <i>Journal of Managerial Psychology</i>, 23 (8), 2008.</p>			
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<p>Unit 9: LEADERSHIP AND TRUST</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Differentiate between managers and leaders. • Compare and contrast leadership theories. • Investigate and summarize leadership profiles. • Design a preferred leadership profile for a specific organization. • Summarize the importance of trust on leaders and followers. 		<p>Unit Duration: Onsite: 1 week</p>	
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Robbins, Chap. 12 • ITT Tech Virtual Library> Basic Search: <ul style="list-style-type: none"> ○ Alessandra, T. (2010, Oct). Look of leadership. <i>Leadership Excellence</i>, 27(10), 13. • ITT Tech Virtual Library> Basic search: <ul style="list-style-type: none"> ○ Reynolds, B., & Pitino, R. (2001). <i>Lead to succeed: 10 traits of great leadership in business and life</i>. Westminster, MD: Broadway Books. 	Research Assignment	Unit 9 Research Assignment 1: Growing Leaders	3%
	Writing Assignment	Unit 9 Writing Assignment 1: Management Apprentice: Transforming Organizations through Motivation and Leadership	2.2%

<p>Unit 10: COMMUNICATION AND INTERPERSONAL SKILLS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Define the communication process. • Prioritize the messages and medium for communication in a management situation. • Apply active listening in a role play to overcome barriers in communication. • Define negotiation within a management context. • Analyze conflict management approaches and apply to a specific issue. 		<p>Unit Duration: Onsite: 1 week</p>
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<ul style="list-style-type: none"> Synthesize elements of communication with management traits and provide final synopsis and case application in Project. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Robbins, Chapter 13 	Writing Assignment	Unit 10 Writing Assignment 1: Listening, Communicating, and Conflict	2.2%
	Case Study	Unit 10 Case Study 1: Out with Email	4%
	Project	Unit 10 Project: Management Apprentice (PORTFOLIO)	14%

Unit 11: FOUNDATIONS OF CONTROL AND CAREER DEVELOPMENT

Unit Duration:
Onsite: 1 week

Upon completion of this unit, students are expected to:

- Identify the control activities in the four management functions.
- Compare types of controls used to manage various organizational structures.
- Compile typical challenges of control and create options to overcome.
- Identify stakeholders impacted with different control decisions.
- Evaluate the application of process and control information based on organizational structures.
- Prioritize control choices to solve a management issue.
- Synthesize the application of control and possible impacts through case analysis.
- Analyze personal ability to succeed and outline a plan to increase this ability.
- Create career milestones.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Robbins, Chapter 14 Robbins, Career Module, pp. 193-197 	Project	Unit 11 Project: Management Apprentice Presentation	6%
	Final Exam	Unit 11 Final Exam	15%

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Quiz	10%

Category	Weight
Research Assignment	15%
Writing Assignment	20%
Case Study	20%
Project	20%
Final Exam	15%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)