

**BRESCIA UNIVERSITY COLLEGE
DIVISION OF FOOD AND NUTRITIONAL SCIENCES**

**Human Ecology 3349A
Principles of Management**

Fall 2011

Professor: Cecily Alexander

COURSE OUTLINE

COURSE DIRECTOR: Cecily Alexander

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COURSE

DESCRIPTION: An introductory study of management principles, evolution of theories and influence of the behavioural sciences on current management practice. Functions of management, assessment and development of managerial skills. Case studies to help develop analytical and decision-making skills.

OBJECTIVES: At the end of this course, the student will be able to:

1. Identify the management process of planning, organizing, leading and controlling the effects of organizing members and using resources to achieve organizational goals
2. Understand management as a distinct activity: study current business conditions, realize the importance of the management function and the qualities and characteristics of effective management
3. Develop job search skills through resume writing and interviewing exercises, understand the behavioural interview tool and address how to answer behavioural interview questions.

FORMAT: 3 lecture hours per week

Schedule / Location: Thursdays 530 – 830 RM 204

Lectures are designed to supplement the text. Key concepts from the text (or other sources) will be highlighted. No attempt will be made to cover “all” the material contained in the chapters that are assigned.

TEXT: Required: Robbins, S.P., M. Coulter and N. Langton. 2009
Management. Canadian ninth edition, Prentice Hall Canada, Scarborough, Ontario
 Supplementary readings may be assigned

COURSE:

Midterm 1	25%
Midterm 2	25%
Portfolio: behavioural interview questions	25%
Group case study	25%

NOTE: The policies of the Division of Food and Nutritional Sciences are as follows:

- 1) Everyone enrolled in the course is expected to participate in class discussions.
- 2) Assignments are due at time and date noted. The mark will be reduced by 20% on assignments submitted late. Assignments submitted after seven days will not be accepted for marking, except with documentation to show a confirmed personal illness or a death in her/his immediate family.
- 3) There will be no make-up mid-term test for a student who has missed a test, except with documentation to show a confirmed personal illness or a death in her/his immediate family.

SCHEDULE OF LECTURES

<u>Date</u>	<u>Topics</u>	
Sept 8	Course outline, explanation of assignments Defining the Manager’s Terrain Introduction to Management and Organizations	Chap. 1
Sept 15	Organizational Culture and the Environment Social Responsibility and Managerial Ethics	Chap. 2 Chap. 4
Sept 22	Decision Making Communications & Information Technology	Chap. 5 Chap. 10

Sept 29	Human Resource Management Midterm Preparation	Chap. 11
Oct 6	Midterm 1	
Oct 13	Resume writing, behavioral interviewing	
Oct 20	Foundations of Planning Strategic Management Guest Speaker:	Chap. 6 Chap. 7
Oct 27	Leadership Portfolio assignment due	Chap. 12
Nov 3	Motivating Employees Groups and Teams	Chap. 13 Chap. 14
Nov 10	Managing Change and Innovation Midterm preparation	Chap. 16
Nov 17	Midterm 2	
Nov 24	Group Presentations	
Dec 1	Group Presentations	

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is required. An SMC can be downloaded at <https://studentservices.uwo.ca/secure/index.cfm>. Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not considered adequate to support a request for academic accommodation. If documentation is from Student Health Services, the student should sign a release of information form. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at http://www.westerncalendar.uwo.ca/2008/print_pg140.html.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year and or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other

academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the McCann Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website is at <http://www.brescia.uwo.ca/current/registrar/>, Academic

Support and Advising is at <http://www.brescia.uwo.ca/current/advising/> and the McCann Student Services Centre is <http://www.brescia.uwo.ca/current/services/>. The University of Western Ontario Registrar's website is <http://www4.registrar.uwo.ca>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

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PROFESSIONAL PORTFOLIO ASSIGNMENT GUIDELINES

Choose a job, internship program or masters degree that you are applying for. Identify your choice and describe the features of this job/program in one paragraph. Or you can include an actual advertisement or description of the internship program or pamphlet from their website.

1. Title page
2. Table of contents
3. Your career goals (approx. ½ page) – link your career goals to your job or internship choice.
4. 5 artifacts, which illustrate accomplishments, skills and interests that are related to your internship application or a job that you are applying for.
 - example of artifacts: a certificate, the program of a conference you attended, an article you wrote, a teaching tool you designed/developed, a letter of reference, a photo of you in action at a volunteer or job position, or a short description of a significant experience that influenced your career goal) Please submit photocopies, not originals.
 - One artifact on each page with a paragraph explaining how the artifact contributed to your career goals.
5. Your Resume. You should design your resume to link to your career goal and the job/internship program.
6. A cover letter to the internship/masters program or job that you are applying for.
7. Choose 2 behavioural questions from the 8 questions provided that you think you could be asked at your program/job interview and provide answers to the questions chosen. (your answers must be a truthful experience, not something you have made up)

(your chosen job/internship program career goal, artifacts, resume, cover letter and behavioral questions must all relate to each other)

Mark break down:

Career goal	}	60%	
Artifacts			
Resume			
Cover letter			
Behavioral interview Q and A - 40%			100/4 = 25%

BEHAVIORAL QUESTIONS

1. Have you ever been in a position where you disagreed strongly or ethically with one of your past employers? How would you describe the situation? How was it resolved?
2. Can you tell me about a situation where you felt it was important for you to take a stand that was openly critical of your boss or a coworker?
3. Tell me about a time or situation at work where you found it difficult to get motivated? How did you deal with this?
4. Sometimes it is tough to be optimistic. Tell me about a time when you found it difficult to maintain your enthusiasm?
5. Some situations are tough to handle, particularly those where there is adversity, conflict or a problem which defies a solution. Would you share with me such a situation where you decided to back away, change direction or give up the battle?
6. No one can be perfect all the time. Would you share with me a time when you made an error in judgement that had repercussions for you personally? What did you learn from the experience?
7. Can you give me an example of something at work where in spite of your efforts, you were unable to achieve good results?
8. Tell me about a time when you had to work closely with someone you found very difficult to get along with?

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Principles of Management 3349B
Professor: Cecily Alexander

Winter 2012

Group Project

Purpose: To provide students with opportunities to integrate theoretical material and skills learned with practice.

To allow students to enhance group process and presentation skills in completing assignments.

To further develop team building competencies.

Required: Students will be assigned to a group of 6.

1. Each group is required to make:
 - a 20 min. professional presentation (dress code, you can dress in the uniform of the company you are presenting)
 - Include a class discussion in your presentation- BE CREATIVE
2. Groups will be graded using the Grading Criteria for Case Presentation (enclosed)
3. One week prior to the presentation groups will provide a one page fact sheet concerning the project selected (see fact sheet examples enclosed)
4. On the day of presentation groups should hand in:
 - A copy of their power point presentation (your presentation notes on each slide will enhance my memory when marking your presentation)
 - activity sheet - indicating which student completed which activity and
 - a paragraph from each student about what they learned from the exercise

Project: Relating Course Material to a “REAL” organization.
(You can consider yourselves as consultants who have been hired to solve an organizational problem.)

1. In this assignment students will select an organization of choice within the London and surrounding areas and seek out what the individual organization is presently doing in one of the skill areas (e.g. Planning, organizing, leading and controlling).

2. To complete this assignment students' can use a job that one of the group members are presently working at, or they may wish to choose a company by approaching its Human Resource Department.
3. Presentation should include:
 - organization's background
 - the activity – history and current practice
 - an evaluation of its success and areas requiring improvement
 - (should be based on finding from your research)
 - your recommendations for solving their problem areas
4. Class discussion - be creative.

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Group Presentation Fact Sheet

1. ***Description of the company being consulted*** (e.g., name, industry, main products, age, size, distinctive culture/philosophy/strategy, location).
2. ***Description of the problem/or*** (e.g., essential characteristics, severity and scope of its impact on people/performance, what has been done to remedy the problem so far).
3. ***Proposal for solving the problem*** (e.g., specific recommendations, justification-based on sound theory and contemporary management practice, plans for implementation in this company).

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GRADING CRITERIA FOR CASE REPORT/PRESENTATION

Description of the company: Have you captured the mission of the company? What is its culture?	20%	_____
Description of the problem: Did you analyze the problem(s) accurately. Was analysis critical and thoughtful? Did you use the text or other research to define the problem?	25%	_____
Description of solution: Appropriateness of recommendations. Was there an implementation plan proposed? Did you use the text or other research to solve the problem?	30%	_____
Presentation: Audiovisual, creativity, class discussion, clarity of expression.	25%	_____
TOTAL	100%	_____

Final mark $100/4 = 25\%$

Student Name:

Group Topic:

Rank Order / Group Members (Full Name)	% Participation
1.	
2.	
3.	
4.	
5.	
6.	
TOTAL	100%

Instructions

1. Rank order group members based on their participation to the project. This includes:
 - a. Value/quality of their contribution – suggestions, opinions, ideas, creativity, etc.
 - b. Participation – attendance of group meetings, willingness to do his/her share of the work, preparation for meetings, etc.

2. % participation = 100%: For example, in a 4 member group, if all participated equally, each gets 25%; 20% for 5 members; 16.66% for 6 etc. Group members can get different percentages based on their individual contributions, with the total group percentage equalling 100%.

3. Please fill out this form, fold in half, and hand it in with the summary paper. This form will be kept strictly confidential. You can contact your professor if your mark has been lowered not group members. It is an important process of team work to establish if the team considers your participation to be equal, especially if you have to miss a scheduled meeting for unforeseen circumstances. You can offer to make up your contribution by editing the final report etc. The majority of group members need to rate you below average for this to affect your mark.

Additional Comments

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Some Group Presentation Fact Sheet Examples from Past Groups

(not all of these groups got an 'A' in their assignment - use your evaluation skills to evaluate the better fact sheets)

Organization 1

Organization 2

Organization 3

(to be distributed in class)