

BUA220: Principles of Management

(BUA220.PLI1)

Milan Federal Prison Facility

Spring, 2021: 6-1-2021 to 8-14-2021

Number of Credits: 3.0 Instructor: Paul R. Hanks

Format: Distance Learning

JPay address: (N/A)



Course Description:

This management course exposes students to the dynamics of the changing world. Topics such as management functions/processes, quality, leadership styles, power, global issues and the challenges and opportunities of diversity are included. Emphasis is placed on ethics, decision making, effective communication, evaluating employees, motivational tools, organizational design, environmental scanning, supervising groups, controlling quality, productivity improvement, managing change and conflict, labor relationship and time management.

Prerequisites: CIS 095, ENG 085, and ENG 090.

Course Goals:

Learn about the importance of managers in today's business sectors as well as gain new knowledge of how your own management skills will play a role in your future success.

Course Objectives:

- **Identify the role of managers in today's dynamic organization**
- **Recognize the importance of decision making and how those decisions influence the external environment and culture of an organization**
- **Summarize how the global environment affects management and how a manager can positively influence workplace diversity**
- **Reflect on the manager's role in ethical behavior and social responsibility**
- **Identify the methods in which a manager influences change and promotes innovation within the workplace**
- **Clarify the manager's role within human resources and how that relates to communication and understanding human behavior**
- **Identify how a manager motivates employees and the differences between management and effective leadership**

Textbook

- **Management**
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Author: Griffin
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Cengage

IMPORTANT NOTICE:

- 1. PLEASE MAKE SURE THAT ALL WORK THAT IS TURNED IN DURING THIS CLASS IS WRITTEN IN BLACK INK. WHAT YOU TURN IN IS SCANNED AND THEN E-MAILED TO ME. BLACK INK WILL HELP GUARANTEE THAT THE SCAN OF YOUR WORK CAN BE CLEAR FOR ME TO READ.**
- 2. PLEASE PUT YOUR NAME ON EVERY PAGE HOMEWORK YOU TURN IN, AND PLEASE PUT A PAGE NUMBER, (ALONG WITH YOUR NAME), ON EVERY ASSIGNMENT, ALONG WITH THE TITLE OF THE ASSIGNMENT. (Ex. John Doe, Recruiting Management Personnel, page 3.) SOMETIMES PAGES ARE SCANNED TO ME THAT WENT THROUGH THE SCANNER OUT OF ORDER, AND THIS HELPS ME TO MORE EASILY KEEP TRACK OF THE WORK YOU SUBMIT. Thank you!**

Grading Procedure

Your grade will be calculated as follows: Mid-term exam – 35%;

Final exam – 35%; Written assignments – 30%. Both the mid-term and the final exams are in essay format. The specifics of the exams and the written assignments are found in the course schedule.

Grading Scale: 93 – 100% = 4.0; 88 – 92% = 3.5; 82 – 87% = 3.0; 76 – 81% = 2.5; 70 – 75% = 2.0; 64 – 69% = 1.5; 58 – 63% = 1.0; 52 – 57% = 0.5; 0 – 51% = 0.0.

ATTENDANCE -REGULAR ATTENDANCE IS IMPORTANT FOR SUCCESS IN THIS CLASS. PLEASE NOTE THAT IRREGULAR ATTENDANCE PATTERNS CAN RESULT IN A STUDENT BEING ADMINISTRATIVELY DROPPED FROM THE CLASS.

Expectations of the Instructor:

- 1. Provide a lively and useful learning experience. For this to happen, I encourage you to give me honest, respectful feedback at appropriate times regarding what is working for you and what I (we) need to do differently.**
- 2. Thoroughly prepare the course material; pose and answer relevant questions related to that material.**
- 3. Give helpful feedback on your assignments and answer additional questions you may have through JPay. (JPay is not available to students at Milan Federal Prison.)**

Expectations of the Student:

- 1. Carefully study the required reading.**
- 2. Submit your work on time. NO LATE WORK WILL BE ACCEPTED: Please pay special attention to the four dates listed below on which work will be picked up at your facility.**
- 3. Jackson College Attendance - Participation Policy: In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation through the submission of written work on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. Not actively participating in class by submitting regular work on time may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.**

Failure

Failure will result when an insufficient amount of work is submitted on time, or when the work does not adequately meet the requirements given in the instructions. Failure can also result when a student does not adhere to Jackson College policies, including academic honesty, as outlined below:

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources.

Plagiarism includes but is not limited to:

- **Submitting other's work as your own**
- **Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation**
- **Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)**

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- **Plagiarizing in any form**
- **Using notes/books/electronic material without authorization**
- **Copying, submitting others' work as your own, or submitting your work for others**
- **Altering graded work**
- **Falsifying data**
- **Exhibiting other behaviors generally considered unethical**

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0.

Course Management: Withdrawal

- **If you decide to withdraw from the course, be sure to consult with your Navigator/Academic Advisor regarding the permitted dates to drop/add courses and the associated financial consequences.**
- **Makeup Policy: Incompletes**
- **Incomplete grades will be given only in accordance with Jackson College policy. Please note that incomplete grades are very rare and that it is the instructor's decision whether an incomplete grade will be given.**
- **Help: Academic Advising and Accommodations**

- It is important for you or your Navigator/Academic Advisor to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. At the Center for Student Success, we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops, and the TRIO program. In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Academic Advising

It is important to contact your Student Success Navigator prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations.

Accommodations do not automatically carry over to the next semester

Attendance- Participation Policy **Distance**

Learning:

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline. In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you contact your Success Navigator immediately if you desire to drop or withdraw from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Utilizing JPAY Email Services, (JPay services are not available at the Milan Federal Prison Facility.)

All JPays are closely monitored by the MDOC. It is expected all communication will be related to the student's education and coursework. No personal information may be

shared. Personal information is considered inappropriate and will be flagged. A student may be removed from the Jackson College Corrections Education Program for violation of this policy.

JPays may not include attachments, including photos, videos or other material.

Students will use JPay to communicate with the instructor throughout the semester. The instructor will add the student to their JPay account. This communication may be used to:

The expectations for communication between instructors and students in a specific course are:

- 1) Students will communicate questions or seek clarification on courserelated content only
- 2) Students will only share questions related to their own coursework. Other students or their work will not be discussed in JPays.
- 3) Instructors will normally respond to student JPays within 24 business hours.
- 4) Instructors may use JPay to provide feedback to students on course assignments
- 5) Students are expected to use professional communication skills in their JPays to instructors: clear, concise writing; correct spelling and language appropriate to an academic setting.
- 6) Please be sure to put the instructor's last name and course information, i.e. Smith, BUA 100, in the first line of the JPay.

Course Schedule: BUA 220 is being presented this semester via 10 Learning Units, which include video classes, along with written assignments and various "Skill-Building Personal Assessments" that are designed to help you understand how to best understand and develop your own managerial talents and perspectives. There will be two chapters from the text covered in each of the videos. You are encouraged to work collaboratively on all of the assignments, as the sharing of ideas can be a very productive and worthwhile process.

Learning Unit 01: Video 1, Chapters 1 and 2

Chapter 1, (pages 1-33). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, pp. 28-29. This is for your own reflection and is not to be turned in as homework.
- B) Read the case study "Officers and Gentlemen Behaving Badly," pp. 30-31,

and write up your answers to Question 4 from “Case Questions,” as found on page 31. This is to be turned in for homework.

Chapter 2, (pages 34-63). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, pp. 59-60. This is for your own reflection and is not to be turned in as homework.**
- B) Read the case study “Customer Delight,” pp. 61-62, and write up your answers to Question 1 and Question 4, from “Case Questions,” as found on page 62. This is to be turned in for homework.**

Learning Unit 02: Video 2, Chapters 3 and 4

Chapter 3, (pages 64-69). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, p 95. This is for your own reflection and is not to be turned in as homework.**
- B) Read the case study “The Canary in the Coal Mine,” pp. 96-97, and write up your answers to Question 2 and Question 4 from “Case Questions,” as found on page 97. This is to be turned in for homework.**

Chapter 4, (pp. 100-134). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, p 130. This is for your own reflection and is not to be turned in as homework.**
- B) Read the case study “All the News That’s Fit to Repeat,” pp. 131-132, and write up your answers to Question 1 from “Case Questions,” as found on page 132. This is to be turned in for homework.**

Learning Unit 03: Video 3, Chapters 5 and 6

Chapter 5, (pp. 135-168). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, p 164. This is for your own reflection and is not to be turned in as homework.**
- B) Read the case study “Nano Technology and Other Innovations,” pp. 165-166, and write up your answers to Question 4 from “Case Questions,” as found on page 166. This is to be turned in for homework. Chapter 6, (pp. 169-202). After studying this chapter, please complete:**

- A) Skill-Building Personal Assessment, pp. 198-199. This is for your own reflection and is not to be turned in as homework.
- B) Read the case study, “The Ingredients of a Sustainability Plan,” pp. 199-200, and write up your answers to Question 2 from “Case Questions,” as found on page 200. This is to be turned in for homework.

Learning Unit 04: Video 4, Chapters 7 and 8

Chapter 7, (pp. 203-241). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, pp. 235-236. This is for your own reflection and is not to be turned in as homework.
- B) Read the case study “The Most Admired Strategist of the 20th Century,” pp. 237-238, and write up your answers to Question 1 from “Case Questions,” as found on page 238. This is to be turned in for homework.
- C) Pay special attention to SWOT Analysis, (see pp. 209-212).

Chapter 8, (pp. 242-271). After studying this chapter, please complete:

- A) Skill-Building Personal Assessment, pp. 266-267. This is for your own reflection and is not to be turned in as homework.
- B) Read the case study, “The Not-So-Smart Phone Company” pp. 268-269, and write up your answers to Question 3 and Question 4 from “Case Questions,” as found on page 269. This is to be turned in for homework.

Learning Unit 05: Video 5, Chapters 9 and 10

Read and Study Chapter 9, pp. 272-304, and Chapter 10, pp. 305-336. Complete the Skill Building Personal Assessments at the end of these chapters for your own reflection and understanding, as usual.

MID-TERM EXAM – On page 298, under the general heading “Discussion Questions,” there are listed four (4) “Questions for Review.” Answer these questions in detail. These questions, to be answered in an essay format, are your Mid-Term Exam.

Learning Unit 06: Video 6, Chapters 11 and 12

Chapter 11, (pp. 337-365). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, p 361. This is for your own reflection and is not to be turned in as homework. B) Read the case study “Dealing a Rigged Game,” pp. 361-363, and write up your answers to Question 2 from “Case Questions,” as found on page 166. This is to be turned in for homework.

Chapter 12, (pp. 366-398). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, pp. 393-394. This is for your own reflection and is not to be turned in as homework. B) Read the case study, “Kodak Fails to Focus on the Big Picture” pp. 394-396, and write up your answers to Question 2 and Question 3 from “Case Questions,” as found on page 396. This is to be turned in for homework.

Learning Unit 07: Video 7, Chapters 13 and 14

Chapter 13, (pp. 399-436). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, p 431-432. This is for your own reflection and is not to be turned in as homework. B) Read the case study “The Benefits of the ACA,” pp. 433-434, and write up your answer to Question 1 from “Case Questions,” as found on page 434. This is to be turned in for homework.

Chapter 14, (pp. 437-472). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, pp. 465-467. This is for your own reflection and is not to be turned in as homework. B) Read the case study, “Can’t Get No Job Satisfaction” pp. 467-469, and write up your answer to Question 4 from “Case Questions,” as found on page 469. This is to be turned in for homework.

Learning Unit 08: Video 8, Chapters 15 and 16

Chapter 15, (pp. 473-510). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, p. 505. This is for your own reflection and is not to be turned in as homework. B) Read the case study “Engaged to Be Motivated,” pp. 505-507, and write up your answers to Question 1 and Question 2, from “Case Questions,” as found on page 507. This is to be turned in for homework.

Chapter 16, (pp. 511-547). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, pp. 541-542. This is for your own reflection and is not to be turned in as homework.

B) Read the case study, “A Critique of Practical Leadership” pp. 542-544, and write up your answers to Question 1 and Question 2, from “Case Questions,” as found on pp. 544-545. This is to be turned in for homework.

Learning Unit 09: Video 9, Chapters 17 and 18

Chapter 17, (pp. 548-578). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, p. 574. This is for your own reflection and is not to be turned in as homework.

B) Read the case study “Standing Up for Warmth,” pp. 574-576, and write up your answers to Question 1 and Question 2, from “Case Questions,” as found on page 576. This is to be turned in for homework.

Chapter 18, (pp. 579-611). After studying this chapter, please complete:

A) Skill-Building Personal Assessment, p 574. This is for your own reflection and is not to be turned in as homework.

B) Read the case study, “An Open Invitation to Innovation,” pp. 606-608, and write up your answer to Question 2, from “Case Questions,” as found on p. 608. This is to be turned in for homework.

Learning Unit 10: Video 10, Chapters 19 and 20

Read and Study Chapter 19, pp. 612-644, and Chapter 20, pp. 645-678. Complete the Skill Building Personal Assessments at the end of these chapters for your own reflection and understanding, as usual.

FINAL EXAM –

A) On page 638, under the general heading “Discussion Questions,” answer as essay questions Question 1 and Question 4 under the subheading “Questions for Review.” Answer these questions in detail.

B) On page 671, under the general heading “Discussion Questions,” answer as essay questions Question 3 and Question 4 under the subheading “Questions for Review.” Answer these questions in detail.

These questions, to be answered in an essay format, are your Final Exam.