BADM-1122: PRINCIPLES OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Cuyahoga Community College

Viewing: BADM-1122: Principles of Management and Organizational Behavior

Board of Trustees:
November 2018

Academic Term:
Fall 2019

Subject Code:
BADM - Business Administration

Course Number:
1122

Title:
Principles of Management and Organizational Behavior

Catalog Description:
Introduction to management and organizational behavior principles, concepts, and skills employed in operation of a business organization. Emphasis on the planning, organizing, leading, controlling and decision making. Also includes organizational structures, organizational communication, and organizational performance.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite:
BADM-1020 Introduction to Business or departmental approval: previous coursework and/or experience.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at https://www.tri-c.edu/student-accessibility-services. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice. (216) 987-2423 - Fax
All students must adhere to the following general guidelines, until further notice:

- Your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.
- Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check pandemic documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf for updates.
- Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to repay all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy. If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return.

Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf.

VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:
• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.
The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes

Course Outcome(s):
Utilize interpersonal communication and conflict management effectively in a diverse organizational setting.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Identify the components of effective interpersonal communications.
2. Demonstrate techniques for effective interpersonal and organizational communications.
3. Discuss formal and informal communication process.
4. Identify barriers to effective communication and discuss methods to overcome barriers.
5. Discuss appropriate conflict management techniques.
6. Explain individual and group decision making processes for managers and organizations.
7. Explain different communication styles.
8. Explain perception differences, errors and attributions.
9. Explain different personalities and how emotional intelligence is used with different personality types.

Course Outcome(s):
Analyze how teams and groups act as supportive functions within organizational structures.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Discuss job modification theories.
2. Discuss the advantages and disadvantages of working in teams.
3. Differentiate between group development vs. team development and how they operate within an organization.
4. Discuss the stages of team development and the dynamics and challenges of working in groups and teams.
5. Discuss team communication, the challenges of working in teams and concepts in team development and building.
6. Summarize rational decision making models, Intuitive decision making models, and evidence based decisions.
7. Identify the role of personal values and describe how these values impact organizational values and ethical behavior.
8. Discuss the importance of individual and team goal setting and decision making.

Course Outcome(s):
Demonstrate knowledge of fundamental concepts and principles for managing organizations and employees.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Identify contributing factors of historical perspectives, management theories, models, and practices.
2. Describe the staffing functions including recruiting, interviewing, and employee/labor relations.
3. Summarize variables that impact management philosophy.
4. Develop benchmarks and organizational control mechanisms.
5. Explain the roles of Leaders and Managers, including management levels and disciplines.
6. Identify management challenges and concepts to overcome challenges.
7. Discuss themes across management including diversity, globalization, and ethics.
8. Demonstrate ability to create a SWOT analysis and various planning tools.
9. Discuss various decision-making tools, including biases and traps.

Course Outcome(s):
Utilize an effective leadership style to contribute to organizational success and aid in the development of a positive organizational culture.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Explain modes of change management resulting in organizational improvements.
2. Explain the factors that contribute to effective leadership and the leader's role in shaping organizational culture.
3. Explain the importance of understanding organizational culture and diversity.
4. Describe various leadership styles and behaviors including transactional and transformational.
5. Discuss the importance of power and influence.
6. Explain the need to utilize empowerment as an effective leader.
7. Explain an ethical culture and how to maintain, establish ethical cultures.
8. Define the levels and functions of culture.
9. Develop organizational strategies and values.

Course Outcome(s):
Define motivational theories and apply the theories to human motivation, positive reinforcement, and organizational performance.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Develop skills to manage work-related stress.
2. Practice motivational techniques based on key theories of motivation.
3. Describe human motivation.
4. Demonstrate the practice and administration of positive reinforcement.
5. Demonstrate the use of constructive feedback.
6. Describe the interrelationship of job performance and morale.
7. Discuss the importance of understanding culture and diversity both in the work place and the global environment.

Course Outcome(s):
Analyze models of change management and the forces driving changes in organizations used as organizational control mechanisms

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Explain models of change management resulting in organizational improvements.
2. Identify forces driving change in organizations.
3. Discuss strategies for overcoming resistance to change.
4. Explain the challenges of organizational change agents.
5. Discuss employee privacy issues.
6. Discuss organizational design concepts including contingency factors.
7. Explain the Learning Organization.
8. Discuss fostering innovation in organizations.

Methods of Evaluation:
1. Examinations
2. Case problems, oral and/or written
3. Quizzes
4. Simulation games
5. Research assignments

Course Content Outline:

1. Introduction to the Evolution of Management
   a. History of Management Theories (Classical, Behavioral, Theory Z, etc.)
   b. Legal and Regulatory Environment (EEOC, OSHA, etc)
   c. Organizational Culture, Ethics and Values
   d. Organizational Goals and Benchmarks
   e. Global Competition

2. Planning
   a. Developing Goals and Objectives
   b. Planning Tools (SWOT analysis, SMART implementation, Surveys, etc.)
   c. Decision Making Process (Breakeven-analysis, Fishbone Diagram, PERT, etc.)
   d. Establishing Standards of Performance
   e. Identifying individual performance goals
   f. Developing organizational goals and benchmarks
   g. Individual and organizational development assessments and techniques
   h. Organizational development: mentoring, training and skill enhancement
   i. Employee morale and organizational performance

3. Organizing
   a. Centralized vs. Decentralized Structures
   b. Staffing Functions (Recruiting, Developing, Employee / Labor Relations, etc.)
   c. Job Modification Theories (Enrichment, Enlargement, Rotation, etc.)
   d. Global and international structures
   e. Types of organizational structure: complex structures, organic structures, mechanistic structures
   f. Organizational Communication
   g. Formal and informal communication processes
   h. Barriers to effective communication
   i. Effective communication methods
   j. Individual and organizational ethics and values
   k. Global awareness and diversity in the organization
   l. Emotional intelligence
   m. Learning styles of individuals
   n. Group dynamics
   o. Conflict management
   p. Stress management
   q. Job motivation
   r. Emotional Intelligence
   s. Personalities
   t. Perceptual differences
   u. Attribution Error
   v. Individual motivation
   w. Team motivation
   x. Consequences of job dissatisfaction
   y. Applications of motivational theories
   z. Decision-making models and theories
      i. Rational decision making
      ii. Intuitive decision making
      iii. Evidenced-based decision making
      iv. Individual decision making
      v. group decision making

4. Leading
   a. Leadership Styles and Behaviors
   b. Roles of Leaders and Managers
   c. Management challenges
d. Team effectiveness
e. Stages of team development
f. Team decision making approaches
g. Team dynamics and challenges
h. Making individual and group decisions
i. Management diversity, ethics and globalization
j. Employee Motivational Theories (Equity, Expectancy, Hygiene Factors, etc.)
k. Managing Stakeholder Relationships (Suppliers, Customers, Employees, etc.)
l. Leadership Assessment Instruments

m. Power and Influence of the Leader
n. Developing Leadership Skills
o. Leading and Implementing Organizational Change
p. Empowerment
q. Individual and Organizational Ethics and Values

5. Controlling
a. Financial Controls (Budgets, Ratios, Audits, etc.)
b. Operational Controls (Scheduling, TQM, System Analysis, etc.)
c. Measuring, Evaluating and Organizational Performance
d. Critical components for Quality and Efficiency

6. Organizational Change Management Strategies and the Global Environment
a. Need for Organizational Change
b. Establishing, changing and maintaining culture
c. Internal and External Forces that Necessitate Organizational Change
d. Strategies for Overcoming Resistance Change
e. Models that Support Organizational Change
f. Employee Privacy Issues

Resources


Mitchell Adrian. 'Determining the Skills Gap for New Hires in Management: Student Perceptions vs Employer Expectations' 5. 2017-06-12 22:00:00.0.

Aziz, Atif. 'Moderating Effect Of And Emotional Intelligence On The Relationship Between Skills And Employability' 307. 2017-01-31 22:00:00.0.

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