

SPELMAN COLLEGE
Spring 2015
Management 300 (CRN # 60086), Principles of Management, Cosby 329
Tuesday and Thursday, 02:25 PM to 03:40 PM
Professor: Dr. Angelino C. G. Viceisza

OFFICE HOURS AND CONTACT INFORMATION

Office Hours: Tuesday and Thursday, 07:15 AM to 09:15 AM and Thursday, 10:45 AM to 12:45 PM

Office Location: Department of Economics, Giles Hall, Room 402 (4th floor)

Office Phone: 404-270-6055

Course website: Please check Moodle. *In absence thereof, I will make use of email.*

Personal research website: <https://sites.google.com/site/viceisza/>

Default email: aviceisz@spelman.edu (preferred over phone); viceisza@gmail.com (use *ONLY* as back-up)

Note 1: I am usually accessible via email to respond to simple questions or quick consultations. If I feel that a question or issue warrants discussion in person, I will refer you to my office hours. This will usually be the case for issues related to course performance. If contacting me by email, please include MGT 300 in the subject line.

Note 2: In case of snowstorms or other unforeseen circumstances, I may reschedule classes to take place online. So, always keep an eye out on your email.

TEXT

John R. Schermerhorn. **Management**, 11th edition. Wiley, 2011 ISBN: 9780470530511.

COURSE DESCRIPTION

This course is a general survey of management concepts. The course is intended to give students an understanding of the challenges that managers face in an increasingly complex business environment. Emphasis will be placed on topics like managing in the global environment, planning, organizing, leading, and control. Issues such as power, negotiation & conflict resolution, merger & acquisition, and the role of African American women in management will be discussed in detail. The course provides a survey of basic management theory and practice in both profit and not-for-profit organizations. Emphasis will be placed on managerial functions plus organization theory.

BEHAVIORAL OBJECTIVES

Upon completion of this course, the student should be able to:

1. Critically evaluate and understand the process and role of management as it applies to society, business organizations, and the global economy.
2. Describe the fundamental concepts and theories of management as it applies within the firm or nonprofit organization.
3. Analyze and understand the process of management and the impact that managers have on the functioning of an organization.
4. Manage an organization's strategies efficiently and effectively in the global economy.
5. Use strengths-weaknesses-opportunities-threats (SWOT) analysis in both an organizational and a personal setting for decision-making.
6. Develop, execute and understand management strategies and research methodology.
7. Use and understand contemporary issues in the role of management (e.g. social responsibility & ethics, managing diversity, and technology etc.)
8. Describe the key functions of management and be able to develop a business proposal.

JUSTIFICATION FOR FOUR CREDITS

This is a four credit, three contact hour course. To justify the additional credit, the student will be required to:

1. Complete take-home quizzes.
2. Work on a business plan and related presentation outside of class.
3. Read assigned book chapters (see course outline).

COURSE GRADING

The course grade will be determined by:

Two (2) exams	30% (15% each)
One (1) comprehensive final exam	30%
Quizzes	15% (six out of eight: 2.5% each)
Business plan	15%
Attendance and participation	10% (7.5% for attendance; 2.5% for participation)

The following grading scale will be employed:

Percentage Earned	Grade Earned	Percentage Earned	Grade Earned
93 – 100	A	75 – 78	C+
90 – 92	A-	70 – 74	C
87 – 89	B+	65 – 69	C-
83 – 86	B	62 – 64	D+
79 – 82	B-	58 – 61	D; below 57 F

Note: (1) The above scale should be regarded as approximate as the instructor reserves the right to make adjustments in awarding final grades. (2) I typically grade exams on a curve.

QUIZZES

Quizzes are due by 11:59 PM of the day after they have been assigned. The dates listed in the course outline are **due dates**, which implies that the quizzes will typically be made available the day before. Quizzes will be completed and submitted via Moodle and will close at midnight. This means that the student's submission should be complete by 11:59 PM. **The student should plan accordingly since late submissions will receive a zero (0).** Please avoid losing points in this unnecessary manner by starting on time.

BUSINESS PLAN (BP)

Part of the course will be to develop a thorough, yet concise BP. The main goals of this exercise are threefold. First, it will enable the student to put concepts in management as well as other business fields (such as marketing, entrepreneurship, marketing, finance, accounting and control, and project management) in practice. Second, it will provide the student an opportunity to communicate her 'business thoughts' in a clear, thorough and concise manner. Third, it will give the student some exposure to the process of seeking funding for a new business.

The BP process will comprise four stages:

- 1) Stage 1: "The Proposal"
 - a. The student will prepare a two-page business proposal presenting an innovative business venture.
 - b. The proposal should address at least the following components: (i) the idea behind the product, service, or business; (ii) its innovativeness relative to existing businesses; (iii) its probability of success (from a financial and marketing standpoint) discussed in a SWOT framework; and (iv) anticipated overall budget (no details necessary at this stage).
 - c. The professor will review this proposal and return it to the student with comments. **The professor's assessment may end up in a rejection of the proposal in which case the student**

will have to submit a new proposal. The proposal MUST be approved before the student can continue into stage 2.

- 2) Stage 2: “Draft BP”
 - a. The student will continue to develop the proposal on the way towards stage 3.
 - b. This should be a legitimate draft of the final BP. It should be at least 50% complete. The draft can take one of the following forms:
 - i. Form 1: It comprises all of the components required in the final BP (see below), but in draft form. That is, these components are initiated but incomplete.
 - ii. Form 2: It comprises the completed versions of the first 50% of the components required in the final BP.
 - c. Given the draft nature, the length should be between 6 and 7.5 pages regardless of the form based on the formatting specifications discussed further below.
- 3) Stage 3: “Final BP”
 - a. The student will finalize and submit the final version of the BP.
 - b. This version should include all of the following components and its length should be between 12 and 15 pages (see further below for additional formatting requirements):
 - i. Title page with a “catchy title” and appearance (1 page)
 1. Think of issues such as branding.
 - ii. Executive summary (1 page)
 1. A concise, yet thorough description of the proposed venture, why it is worth an investment, and how much it will cost.
 2. This is very important as most executives have limited time and their interest will rise and fall with an “executive summary”.
 - iii. Description of the product, service, or business (1 page)
 1. A detailed description of the product, service, or business.
 2. What does it entail or require?
 - iv. Industry and competitive analysis (1 page)
 1. How is the business different from existing businesses and why should we care?
 2. How will the business compete?
 3. How has the industry performed over the past five years? Is the industry expected to grow or shrink and how will this impact the venture?
 4. The discussion should be cast in terms of SWOT analysis and should address the perceived probability of success.
 - v. Marketing plan (1 page)
 1. How will the business be promoted? What is the marketing strategy? Discuss the four p’s of marketing (that is product, price, place and promotion).
 2. How will sales develop over the next few years? What costs will need to be incurred? This needs to be tied to the financial plan (more below).
 - vi. Production plan (1 page)
 1. How will “production” occur? Even in case of a service, what components will go into producing the service? Labor, equipment, etc.?
 2. Where will raw materials (intermediary goods and services) come from?
 3. Where will inventories/equipment be held?
 4. Are contracts and consulting services necessary?
 5. Again, this needs to be tied to the financial plan (more below).
 - vii. Organizational plan (1 page)
 1. Form of ownership: sole proprietorship, partnership, corporation?
 2. Staffing: Directors, officers, general staff requirements? Organizational chart.
 3. Again, this needs to be tied to the financial plan (more below).
 - viii. Risk assessment and management (1 page)

1. What are the potential risks involved in the business venture? This relates to the SWOT analysis and probability of success.
 2. How will risks be mitigated? Are there contingency plans in place?
 3. Discuss both internal risks (that is, risks of engaging in the business) and external risks (that is, risks of the venture failing and of investors losing money).
- ix. Financial plan (2 pages)
1. Detailed budget of the initial investment necessary.
 2. Sources of funding.
 3. Forecast sales (revenues) and expenses (costs) for the next five years if funded.
 4. Losses and/or profits after taxes for the next five years.
 5. Accurate and realistic financial statements (balance sheets and income statements).
 6. Make sure to describe and justify the key components and assumptions underlying the budget.
 7. All this needs to be consistent with the previous components.
- x. Accounting and control plan (1 page)
1. What type of internal and external accounting/auditing procedures will be in place to avoid misuse of invested funds?
 2. What accounting standards will be maintained?
 3. What checks and balances will be in place to avoid loss of funds and assets?
- xi. Project management (1 page)
1. How will this project be implemented? What are the steps involved?
 2. How long will it take for the venture to be up and running?
 3. What process is in place to provide feedback and control?
- xii. Conclusion (0.5 to 1 pages)
- xiii. Appendices: Only include other relevant and concise information as well as figures and/or tables.
- 4) Stage 4: “The Pitch”
- a. The best way to think about “the Pitch” is to watch a TV program such as “Shark Tank” on ABC.
 - b. You will be given ten minutes to “pitch” your idea to the class. Some of this time may very well be sacrificed for questions and answers if the professor (or your fellow students) as investors are not convinced by your pitch.
 - c. The standard expectation is that you will:
 - i. Dress professionally
 - ii. Be on time (that is, be set up and ready to start at your designated time slot)
 - iii. Have a concise pitch for your product, service or business venture. This should take the form of (1) an oral presentation (more below) and (2) a physical or electronic display of your idea. For example, if you are proposing a new variety of tea that is “relaxing” you want to bring in samples.
 - iv. Present the basics of your idea:
 1. What is it?
 2. Why should we care about it? Is it new? Is it relevant? Is it investment worthy?
 3. What is its probability of success?
 4. How much it will cost investors?
 - v. Be able to present all this and respond to questions in approximately ten minutes. The audience will serve as potential investors and may include a panel of outside experts.
 - d. The student should upload a portable document format (pdf) of her presentation to Moodle by 11:59 PM of the date of her presentation. Failure to do so will result in points being deducted from “the Pitch”.

The BP component of the course counts for 15%: (A) 9% for stages 1-3 (1% for stage 1, 3% for stage 2, and 5% for stage 3) and (B) 6% for stage 4.

All written documentation (that is, stages 1 through 3) should be in Times New Roman 11 point font with 1.5 spacing and 1 inch margins all around. Stage 4 must be uploaded as pdf. Deviations from these specifications will be penalized. ANY FILES THAT ARE UPLOADED TO MOODLE SHOULD BE LESS THAN 2 MB.

MAKE-UP POLICIES AND EXTRA CREDIT

1. **REGULAR EXAMS:** There are absolutely **NO** make-up exams, whether the absence is excused or not. In case an absence is excused by the Office of the Dean within a week of the missed exam date, I reserve the right to prorate the weight of the missed exam over the remaining exams.
2. **FINAL EXAM:** The final exam absolutely **CANNOT** be made up. If a student misses the final exam, she will receive a zero (0) for the exam. An exception **may** be made if a student seeks approval from me **PRIOR** to the exam by providing a valid documented excuse approved by the Office of the Dean. Even in this case, I still reserve the right to deny the student's request.
3. **QUIZZES:** There are absolutely **NO** make-up quizzes, whether the absence is excused or not. I will drop the two (2) lowest quiz grades when determining the student's overall grade. For example, if a student misses two quizzes, she will receive a zero (0) but those will be dropped.
4. **BUSSINESS PLAN:** The business plan absolutely **CANNOT** be made up, whether the absence is excused or not. If a student misses the business plan, she will receive a zero (0).
5. **TARDINESS:** Late submissions will **NOT** be accepted. They will receive a zero (0) even if late by one second.
6. **EXTRA CREDIT:** It is my experience that most students fail to submit all possible assignments. As such, it does not make economic sense to give opportunities for extra credit since students are not making use of the opportunities already afforded to them. So, I will **NOT** give extra credit, regardless of the student's circumstances.

THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.

ACCESS TO EXAMS

Exams in this course are not permitted to enter "the public domain". Although there is no obligation to allow the student to review exams after they have been reviewed in class and collected, if a student wishes to review her exam, I will attempt to accommodate her during office hours.

ATTENDANCE AND PARTICIPATION POLICY

Class attendance and participation are mandatory, as these are integral parts of the class. *As such, 10% of your class grade comes from these components.* Please note the following:

1. Attendance is taken at the beginning of each class.
2. For students who have the habit of arriving after the class begins (late arrival), I reserve the right to count late arrivals as absences. The student is considered late if she is not present when class begins. I typically count tardiness as an absence if the student arrives after I finished taking attendance. In case of excessive lateness (ten minutes after class begins), I reserve the right to bar a student from entering the classroom.
3. If a student misses zero (0, no) classes, she receives 100 for the attendance portion of her grade. If a student misses one (1) unexcused class, she receives 95 for attendance. If a student misses two (2) unexcused classes, she receives 90 for attendance. Any student with three (3) or more unexcused absences will receive a zero (0) for attendance. *This means that this student loses 7.5% of her course grade.*

4. **Any student with five (5) or more absences (excused or unexcused) will be administratively withdrawn from the course. I will email the student a notification and proceed by processing such withdrawal through the Offices of the Dean of Undergraduate Studies and the Registrar.**
5. Class participation will be judged based on thoughtful questions and discussions **and** lack of disruptive behavior during class (see General Code of Conduct section of this syllabus). In particular, if a student uses her cell phone during class (without my permission), she will receive a zero (0) for the participation portion of her grade. *This means that this student loses 2.5% of her course grade.*
THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.

ACADEMIC INTEGRITY

The following is Spelman College's **Academic Integrity Policy**:

“At the heart of Spelman College’s mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy.”

Violators will be subject to the sanctions outlined in the Spelman College Bulletin.

GENERAL CODE OF CONDUCT (INCLUDING TECHNOLOGY AND CELL PHONE USE POLICY)

It is understood that any student participating in this course will conduct herself in a manner that is constructive and non-disruptive to the learning environment. This is out of mutual respect for the professor as well as her fellow students.

With this in mind, use of any form of technology—including computers and cell phones—is only allowed if it is absolutely necessary for the student’s learning within the course. If so, the student should see me by the end of the first day of class to discuss and potentially obtain permission to use such a technology. Even if granted, I still reserve the right to revoke this privilege if I note in a future class that such technology is being used for purposes other than learning related to the course.

In the absence of such permission, use of technologies is strictly prohibited unless the professor explicitly requests the students to use such technologies. The student should turn off her cell phone, computer, or any other noise-making device while in class as these can generally be considered disruptive. Any such disturbances will result in automatic eviction from class. NO EXCEPTIONS!!!

DISABILITY STATEMENT

The following is Spelman College's **Disability Statement**:

“Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College’s programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation,

you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289 (voice), located in MacVicar Hall, Room 106.”

THE SPELMAN COLLEGE TEACHER CERTIFICATION PROGRAM

For economics majors who are enrolled in the Spelman College Teacher Certification Program, the content of this course is consistent with the conceptual framework of the Department of Education—a framework that emphasizes the teacher as leader. As one of the departments that participate in the Teacher Certificate Program at the college, this framework has been shared and articulated by students and faculty within the Economics department. The course content is also consistent with the Georgia Quality Core Curriculum in Economics as well as the voluntary National Content Standards of the National Council of Economics Education.

LEARNING RESOURCES CENTER

The Spelman College Learning Resource Center (see <http://www.spelman.edu/academics/academic-support/learning-resources-center>) is located in the Milligan Building, 2nd floor. The Center provides peer tutors for various subject areas, including economics. The schedule of times when peer tutors will be available can be acquired from the Center. This is a valuable resource for student learning and students are urged to avail themselves of the Center. Peer tutors have previously been very successful students in the course.

GENERAL REMARKS

1. Students are expected to plan their air travel at the end of the semester so that it does not conflict with the final exam. The same applies to other types of travel throughout the semester.
2. Students should select a “buddy” in the course from whom they can obtain materials in case they miss class. It is the student’s responsibility to obtain such material and stay up to speed.
3. The syllabus provides a general plan for the course; deviations may be necessary.

COURSE OUTLINE

Date	Topic	Quizzes	Stage of BP
1/15	Syllabus and introduction		
1/20	Chapter 1		
1/22	Chapter 2	Quiz 1 assigned and due 1/23	
1/23: Add/drop period ends (late registration)			
1/27	Chapter 3		
1/29	Chapter 4	Quiz 2 assigned and due 1/30	
2/3	NO CLASS – work on proposal		
2/5	NO CLASS – work on proposal		Stage 1 (proposal) due 2/5
2/10	Chapter 5		
2/12	Chapter 6	Quiz 3 assigned and due 2/13	
2/17	Exam 1 (chapters 1-6)		
2/19	Chapter 7		Revisions Stage 1 due 2/19
2/24	Chapter 7, 8		
2/26	Chapter 8	Quiz 4 assigned and due 2/27	
3/3	Chapter 9		
3/5	Chapter 9	Quiz 5 assigned and due 3/6	
3/10, 3/12: NO CLASS DUE TO SPRING BREAK; Stage 2 (draft) due 3/15			
3/17	Chapter 10		
3/19	Chapter 10	Quiz 6 assigned and due 3/20	
3/20: Midterm grades submitted			
3/24	Chapter 11		
3/26	Chapter 12	Quiz 7 assigned and due 3/27	
3/27: Last day to withdraw with a “W”			
3/31	Exam 2 (chapters 7-12)		
4/2	Chapter 13	Quiz 8 assigned and due 4/3	Stage 3 (final) due 4/5
4/7	Stage 4: “The Pitch”		
4/9: NO CLASS DUE TO FOUNDERS DAY			
4/14	Same		
4/16	Same		
4/21	Same		
4/23	Same		
4/28	Review		
COMPREHENSIVE FINAL EXAM TUESDAY, MAY 5, 10:30 AM – 12:30 PM			