

<b>DEREE COLLEGE SYLLABUS FOR: MG 2003 LE MANAGEMENT PRINCIPLES</b>							
(Updated Fall 2021)	<b>UK LEVEL: 4</b> <b>UK CREDITS: 15</b> <b>US CREDITS: 3/0/3</b>						
<b>PREREQUISITES:</b>	None						
<b>CATALOG DESCRIPTION:</b>	Nature, functions and responsibilities in the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning and decision-making, organizing, leading and controlling.						
<b>RATIONALE:</b>	The course introduces students to the challenges of managing an organization within a dynamic and rapidly changing business environment. Students are exposed to the history of management theories, concepts, functions and practices. The course also familiarizes students with theoretical concepts of management and their application to actual practice at different managerial levels and in a broad range of management settings.						
<b>LEARNING OUTCOMES:</b>	As a result of taking this course, the student should be able to: <ol style="list-style-type: none"> <li>1. Examine the nature of management, traditional and contemporary management challenges, and its environmental context.</li> <li>2. Identify and explain the essential functions of decision-making and the planning process.</li> <li>3. Describe the basic elements of organization design and explain different forms of control.</li> <li>4. Demonstrate understanding of leading and managing human resources in organizations.</li> </ol>						
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>➤ Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations.</li> <li>➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.</li> <li>➤ Use of blackboard platform, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</li> </ul>						
<b>ASSESSMENT:</b>	<p><b>Summative:</b></p> <table border="1" style="width: 100%;"> <tr> <td><b>First assessment</b> Midterm examination (Essay-type questions)</td> <td style="text-align: center;"><b>40%</b></td> </tr> <tr> <td><b>Final assessment</b> Final examination (Essay-type questions)</td> <td style="text-align: center;"><b>60%</b></td> </tr> </table> <p><b>Formative:</b></p> <table border="1" style="width: 100%;"> <tr> <td>case studies, experiential</td> <td style="text-align: center;"><b>0%</b></td> </tr> </table>	<b>First assessment</b> Midterm examination (Essay-type questions)	<b>40%</b>	<b>Final assessment</b> Final examination (Essay-type questions)	<b>60%</b>	case studies, experiential	<b>0%</b>
<b>First assessment</b> Midterm examination (Essay-type questions)	<b>40%</b>						
<b>Final assessment</b> Final examination (Essay-type questions)	<b>60%</b>						
case studies, experiential	<b>0%</b>						

exercises, in-class quizzes	
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The formative coursework aims to prepare students for the midterm examination and the final examination.

The midterm examination tests Learning Outcomes 1 and 2.  
The final examination tests Learning Outcomes 3 and 4.

Students are required to resit failed assessments in this module.

**INDICATIVE READING:**

**REQUIRED READING:**

Griffin, Ricky W. Management. Houghton Mifflin Company, latest edition.

**RECOMMENDED READING:**

**BOOKS:**

Barnett, B. (2015). The Strategic Career : Let Business Principles Guide You. Stanford, California: Stanford Business Books.

Chapman-Clarke, M. (2016). Mindfulness in the Workplace : An Evidence-based Approach to Improving Wellbeing and Maximizing Performance. London, United Kingdom: Kogan Page.

Hershenberg, R. (2017). Activating Happiness : A Jump-Start Guide to Overcoming Low Motivation, Depression, or Just Feeling Stuck. Oakland, CA: New Harbinger Publications.

Livermore, D. A. (2016). Driven by Difference: How Great Companies Fuel Innovation Through Diversity. New York: AMACOM.

López-Fernández, A. M. (2015). Corporate Social Responsibility and Business Growth: Collateral Effects on Business and Society. Hauppauge, N.Y.: Nova Science Publishers, Inc.

Rollag, K. (2016). What to Do When You're New: How to Be Comfortable, Confident, and Successful in New Situations. New York: AMACOM.

Schein, E. H., & Schein, P. A. (2018). Humble Leadership: The Power of Relationships, Openness, and Trust. Oakland: Berrett-Koehler Publishers.

Shek, D. T. L., Ma, C., & Merrick, J. (2017). Leadership: Promoting Leadership and Intrapersonal Development in University Students. Hauppauge, New York: Nova Science Publishers, Inc.

Vincent, V. U. (2021). Integrating intuition and artificial intelligence in organizational decision-making. Business Horizons. Advance online publication.

**ARTICLES:**

Dean, S. A., & East, J. I. (2019). Soft Skills Needed for the 21st-Century Workforce. International Journal of Applied Management & Technology, 18(1), 17–32. <https://doi.org/10.5590/IJAMT.2019.18.1.02>

Denning, S. (2020), "The challenge: 20<sup>th</sup> Century vs. 21<sup>st</sup> Century management", Strategy & Leadership, Vol. 48 No. 6, pp. 11-19. <https://doi.org/10.1108/SL-10-2020-0127>

	<p>Dowell, R. (2020). Management vs. leadership: why they both matter. <i>Law Practice</i>, 46(3), 8</p> <p>Glass, C., &amp; Cook, A. (2018). Do women leaders promote positive change? Analyzing the effect of gender on business practices and diversity initiatives. <i>Human Resource Management</i>, 57(4), 823–837. <a href="https://doi.org/10.1002/hrm.21838">https://doi.org/10.1002/hrm.21838</a></p> <p>Malnight, T. W., Buche, I., &amp; Dhanaraj, C. (2019). Put Purpose at the CORE of Your Strategy. <i>Harvard Business Review</i>, 97(5), 70–79.</p> <p>Margherita, A., &amp; Heikkilä, M. (2021). Business Continuity in the COVID-19 Emergency: A Framework of Actions Undertaken by World-Leading Companies. <i>Business Horizons</i>. Advance online publication.</p> <p>Martin, R. L., &amp; Riel, J. (2019). The One Thing You Need to Know About Managing Functions: They Require Their Own Strategies. <i>Harvard Business Review</i>, 97(4), 104–113.</p> <p>Presbitero, A. (2021). Communication accommodation within global virtual team: the influence of cultural intelligence and the impact on interpersonal process effectiveness. <i>Journal of International Management</i>, 27(1). <a href="https://doi.org/10.1016/j.intman.2020.100809">https://doi.org/10.1016/j.intman.2020.100809</a></p> <p>Sorensen, G., Peters, S. E., Dennerlein, J. T., Wagner, G. R., Sabbath, E. L., &amp; Kelly, E. L. (2021). The future of research on work, safety, health and wellbeing: a guiding conceptual framework. <i>Social Science and Medicine</i>, 269. <a href="https://doi.org/10.1016/j.socscimed.2020.113593">https://doi.org/10.1016/j.socscimed.2020.113593</a></p>
<b>INDICATIVE MATERIAL:</b> <i>(E.g. audiovisual, digital material, etc.)</i>	<p><b>REQUIRED MATERIAL:</b> N/A</p> <p><b>RECOMMENDED MATERIAL:</b> N/A</p>
<b>COMMUNICATION REQUIREMENTS:</b>	Use of appropriate academic conventions as applicable in oral and written communications.
<b>SOFTWARE REQUIREMENTS:</b>	MS Office
<b>WWW RESOURCES:</b>	<p>Students are expected to use the internet at their own discretion to select information on the module. Useful sources include:</p> <p><a href="http://www.trb.org/Main/Home.aspx">http://www.trb.org/Main/Home.aspx</a>  <a href="http://ec.europa.eu/transport/index_en.htm">http://ec.europa.eu/transport/index_en.htm</a>  <a href="http://www.eppgroup.eu/tran">http://www.eppgroup.eu/tran</a>  <a href="http://www.ciltna.com">http://www.ciltna.com</a></p>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. The management process</li> <li>2. The history of management</li> <li>3. The environmental context of management</li> <li>4. The planning and decision making process</li> <li>5. The organizing process</li> <li>6. The leading process</li> <li>7. The controlling process</li> <li>8. The management and motivation of individuals and teams</li> </ol>