



**Leadership/Fermanian School of Business**

**MGT 2012 Principles of Management**

**3 Units**

**Fall 2024**

<b>Meeting days:</b> Mondays	<b>Instructor title and name:</b> Dr. Matthew Hudson
<b>Meeting times:</b> 6:00-8:45 pm	<b>Phone:</b> 619-884-2298
<b>Meeting location:</b> FSB 103	<b>E-mail:</b> mhudson@pointloma.edu
<b>Final Exam:</b> December 9, 6:00 pm	<b>Office location and hours:</b> Campus and Zoom

### **PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **Fermanian School of Business Mission**

**Character – Professionalism – Excellence – Relationships – Commitment - Innovation**

As members of a vital Christian community, we strive to provide high-quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

### **COURSE DESCRIPTION**

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A study of the manager's role in the organization, including the tasks of planning, organizing, leading, and controlling. Topics include an introduction to change and innovation, corporate culture, global business, ethics, corporate social responsibility, organizational structure, decision-making, human resources and leadership.

Rev 06.16.23

## COURSE LEARNING OUTCOMES

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Upon completion of this course, students will be able to:

1. Recognize management theorists and examine the importance of management theories (PLO 1, E2 & F1).
2. Describe the four functions of management (PLO 1, F1 & F2).
3. Exhibit and illustrate an understanding of management principles, including: human resources, operations management, organizations and leadership (PLO 1, 2, E2, F1 & F2).
4. Employ decision making capabilities within a team (PLO 5, E2).
5. Use effective verbal and written communication to exhibit management principles, theories and current events (PLO 3).
6. Analyze ethical issues in the context of management theories (PLO 4).

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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1. **Exploring Management 7<sup>th</sup> Edition (2020). Schermerhorn and Bachrach. Wiley. ISBN: 978-119704188 (Wiley PLUS not required but hard copy preferred)**
2. **Partridge, D. People over Profit (2015). Nelson. ISBN: 978-1501222306**

## ASSESSMENT AND GRADING

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Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

Assignment distribution by percentage:	Grade scale:	
<ul style="list-style-type: none"><li>• Weekly quizzes 10%</li><li>• Participation &amp; Engagement 5%</li><li>• Coursework Prep Exercises 5%</li><li>• Ethics Presentation 11%</li><li>• POP Paper/Discussions 16%</li><li>• Executive Interview Paper/Discussion 12%</li><li>• Management in the Real World 5%</li><li>• Midterm 10%</li><li>• Supply Chain Presentation 11%</li><li>• Christian Practices Participation 5%</li><li>• Final Exam 10%</li></ul>	A=93-100%	C=73-76%
	A-=90-92%	C-=70-72%
	B+=87-89%	D+=67-69%
	B=83-86%	D=63-66%
	B-=80-82%	D-=60-62%
	C+=77-79%	F=0-59%

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

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Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

### **CONTENT WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **TRIGGER WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **LANGUAGE AND BELONGING**

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Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use

unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **LOMA WRITING CENTER**

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The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>

Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

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In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **SPIRITUAL CARE**

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU Recording Notification**

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In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with

the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **COURSE SCHEDULE AND ASSIGNMENTS**

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Note: All papers must be written in APA style, format and references. Use the Purdue Owl as a point of reference: <https://owl.purdue.edu/owl/researchandcitation/apastyle/apastyleintroduction.html>

#### **Participation and Engagement** (50 points)

Be on time and prepared for class, engaged, and share quality insights in discussions and participate in group work. If you cannot attend, submit the write up before the start of the zoom call.

#### **Coursework Prep Exercises** (50 points)

Certain weeks we will have activities that will correspond with coursework for the week or to prepare you for an upcoming assignment.

**Christian Practice Activity Log** (50 points)

One of Christianity's chief tenets is to "love one another" (John 13:34-35). A good manager will take time to get to know and care for their team. You will be paired with another member of the class and will be responsible for encouraging, helping and praying for them this semester. You must record at least ten actions through the semester (see the form in the top module of Canvas) and submit this record the day of the final.

**Quizzes** (10@10 points each)

There will be a weekly quiz. This could be taken from the readings or class activities and may ask you to apply the content to a business situation. This must be taken in the time frame provided and is tied to your attendance. **THERE ARE NO MAKEUPS.**

**Ethics Presentation** (110 points – 100 points presentation – 10 points PPT draft)

Analyze a recent ethics issue listed in under the assignment in Canvas. After analyzing the ethical problem, relate the problem back to an ethical theory from in Chapter Three. Present a ten-minute presentation in class beginning with a thesis statement, summarize the details of the problem and define the ethical theory and relate it back to the issue using Microsoft Power Point. If you choose to use an online video, it cannot be longer than 60 seconds. See details under the assignment in Canvas.

**People over Profit** (160 points – Paper 100 points, Discussions 60 points)

Discussion Check in #1, #2, #3 (15 points each): What are two things that were new information to you? What surprised you? Leave an insightful response on two classmates as well.

Discussion Check in #4 (15 points): What did you think of the ending? What conclusions does this leave you with regarding the author's ideas and the state of the business world?

Paper (100 points): Using APA style and format, write a 3-4 page paper highlighting the four eras of organizational behavior. Use at least two high quality sources from research and the news (besides People over Profit and your textbook) that support or exemplify the points made by Partridge for each.

**Midterm** (100 points)

The Midterm Examination is a culmination of everything learned so far in the semester. This will be a multiple choice, T/F, matching and written essay format.

**Executive Interview Paper** (120 points: 100 - paper; 20 points – discussion)

**Discussion** (20 points): What did you learn from the company interviews you completed? What are two takeaways from the interviews? Why are these important to you? Would you recommend your best friend to work for this company? Leave two insightful comments for your classmates.

**Paper** (100 points): Choose two companies from different industries you are interested in. You will interview the Founder/CEO or Human Resource Manager for each company. Research what you can online from the company website and any other postings or articles. The paper should be six to

seven pages. You should have at least four references, one from a peer-reviewed article and two as a personal interview. See Canvas for details.

**Supply Chain Presentation** (110 points – 100 points presentation – 10 points PPT draft)

Research the upward and downward supply chains from one of the following companies in Canvas. What is their supply chain philosophy? Trace your company’s item’s supply chain including where it is sourced and its sustainability, its manufacturing process including quality controls and how its logistics operations are structured and if this is efficient. What final product(s) does this go into, if any? What do you like about this supply chain? If you were the manager of this company's supply chain, what would you change? Prepare a ten-minute team presentation using Microsoft PowerPoint to share your results. If you choose to use an online video, it should be no longer than 60 seconds. See Canvas Assignment for details.

**Management in the Real World** (50 points)

Write out six questions from chapters 1,2 and 14 (2 each). Ask two frontline managers/supervisors from businesses you frequent about their organization. Make sure you are able to get all questions answered between the two mini-interviews. You should not know the person you are asking. Write two to three descriptive sentences about the worker’s response. Write one reflective comment on the interaction for each, tying back to a concept in the text. See Canvas for more information.

**Final Exam (100 points)**

The Final Examination is a culmination of everything learned throughout the semester. This will be a multiple choice, T/F, matching and written essay format.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
<b>Week 1 (Online)</b>	<ul style="list-style-type: none"> <li>•Read Syllabus</li> <li>•Chapter 1: Managing and Mgmt. Process; Quiz</li> </ul>	September 3
<b>Week 2 (September 9)</b>	<ul style="list-style-type: none"> <li>•Chapter 2: Foundations of Management</li> <li>•Chapter 2: Foundations of Management, Quiz</li> <li>• MITRW Questions Due</li> </ul>	September 10
<b>Week 3 (Class Sep 16)</b>	<ul style="list-style-type: none"> <li>•Chapter 14: Teams and Team Work</li> <li>•Chapter 14: Teams and Team Work, Quiz</li> <li>• MITRW Shareout</li> </ul>	September 23
<b>Week 4 (Class Sep 23)</b>	<ul style="list-style-type: none"> <li>•Chapter 5: Planning</li> <li>•Management in the Real World</li> </ul>	September 29

<b>Week 5 (Class Sep 30)</b>	<ul style="list-style-type: none"> <li>•Chapter 3: Ethics and Social Responsibility</li> <li>•Ethics PPT Draft</li> </ul>	October 6
<b>Week 6 (Class Oct 7)</b>	<ul style="list-style-type: none"> <li>•Chapter 3: Ethics and Social Responsibility</li> <li>•Ethics Presentation; Peer Review</li> </ul>	October 13
<b>Week 7(Class Oct 14)</b>	<ul style="list-style-type: none"> <li>•Chapter 7: Strategy</li> <li>•Quiz</li> <li>•Personal MVV</li> </ul>	October 20
<b>Week 8 (Class Oct 21)</b>	<ul style="list-style-type: none"> <li>•Mid Term</li> <li>•Executive Interview Names</li> </ul>	October 27
<b>Week 9 (Class Oct 28)</b>	<ul style="list-style-type: none"> <li>•Chapter 17: Globalization: Supply Chain</li> <li>•Supply Chain Draft</li> </ul>	November 3
<b>Week 10 (Class Nov 4)</b>	<ul style="list-style-type: none"> <li>•Supply Chain Presentations</li> <li>•POP 1-54 – Discussion</li> <li>•Supply Chain Presentations- Peer Review</li> <li>•Executive Names</li> </ul>	November 10
<b>Week 11 (Class Nov 11)</b>	<ul style="list-style-type: none"> <li>•Chapter 9, Organizational Change</li> <li>•POP 55-100, Discussion</li> <li>•Executive Interview Confirmations</li> </ul>	November 17
<b>Week 12 Class Nov 18)</b>	<ul style="list-style-type: none"> <li>•Chapter 10: Human Resources</li> <li>•POP 101-150</li> <li>•Quiz</li> <li>•Executive Interview Questions</li> </ul>	November 24
<b>Week 13 Class Nov 25)</b>	<ul style="list-style-type: none"> <li>•Chapter 11: Leadership</li> <li>•POP 151-end</li> <li>•Interview Shareout</li> </ul>	December 1
<b>Week 14 Class Dec 2)</b>	<ul style="list-style-type: none"> <li>•Chapter 6: Control</li> <li>•Quiz</li> <li>•POP Companies Identified</li> </ul>	December 8
<b>Week 15 Class Dec 9)</b>	<ul style="list-style-type: none"> <li>•POP/Review</li> <li>•Executive Interview Paper</li> </ul>	December 15

<b>Week 16 Class Dec 16)</b>	<ul style="list-style-type: none"><li>•Final</li><li>•POP Paper</li></ul>	December 16
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