

Fall 2026

Meeting day: Tuesdays	Instructor title and name: Reid Coultas
Meeting time: 5:30-8:15 PM	Phone: (858) 650-9588, Call or text
Meeting location: TBD (confirm with Registrar)	E-mail: rcoultas@pointloma.edu
Final Exam: Tuesday, Dec 15, 2026, 7:30-10:00 PM	Office location and hours: Before/after class, or by appointment

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

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.

COURSE LEARNING OUTCOMES

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

1. Exploring Management, 7th Edition (2020). Schermerhorn and Bachrach. Wiley. ISBN: 978-1-119-70418-8 (Wiley PLUS not required)
2. The New Emotional Intelligence by Travis Bradberry. ISBN 979-8-218-58966-0

Important: There will be course content needed to successfully complete assignments, quizzes, and exams that will not be covered in class sessions. Students are expected to obtain and make use of required texts to be successful in this class.

LOMABOOKS INSTRUCTIONS FOR STUDENTS

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go to the bookstore's LomaBooks page.

ASSESSMENT AND GRADING

Assignment	Points	% of Total	Grade Scale
Frontline Supervisor or Executive Interview	100	10%	A = 94-100 A- = 90-93.9
In-Class Quizzes (10 x 20 pts each)	200	20%	B+ = 86-89.9 B = 82-85.9
Final Exam	150	15%	B- = 80-81.9 C+ = 76-79.9
Discussion Participation	150	15%	C = 72-75.9 C- = 70-71.9
Ethics Case Analysis Team Project	200	20%	D+ = 66-69.9 D = 62-65.9
Emotional Intelligence Development Journey	200	20%	D- = 60-61.9 F = 0-59.9
Total	1000	100%	

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted via Canvas on or before the required deadline and in the required format. Email submissions will not be accepted. Grade reductions will be taken for late assignments; 10% per day for a maximum of 3 days.

If you anticipate an assignment will be late, please contact me as soon as possible. Missed assignments will receive a zero grade. Late submissions of the Group Project will receive a zero grade. Incompletes will only be assigned in extremely unusual circumstances. A final grade of F constitutes failure of the class.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

LANGUAGE AND BELONGING

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 other forms of discrimination, you can find more information on reporting and resources at pointloma.edu/nondiscrimination.

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

LOMA WRITING CENTER

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 the Loma Writing Center webpage or visit the Loma Writing 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

SEXUAL MISCONDUCT AND DISCRIMINATION

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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

SPIRITUAL CARE

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

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

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

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

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 or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Because this course meets only once per week, missing a single class session equals missing 6.7% of the semester's class time. If the student is absent for more than 10 percent of class sessions (i.e., 2 sessions), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (i.e., 3 sessions), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

FINAL EXAMINATION POLICY

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.

ASSIGNMENT FORMAT AND CITATION REQUIREMENTS

All assignments are to be submitted via Canvas on or before the required deadline. Email submissions will not be accepted.

Written assignments are to be submitted in Adobe (.pdf) format. Presentation assignments are to be submitted in either Adobe (.pdf) or Microsoft PowerPoint (.ppt, .pptx) format.

All papers must be written in APA style (7th Edition). All papers should include three major sections: the Title Page, Main Body, and References. An Abstract is not required. Use the Purdue OWL as a point of reference: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

ASSIGNMENTS

Note on timing: Because this class meets once per week, all written assignments, EI journal entries, and Group Project stage deliverables are due via Canvas by 12:00 PM (noon) on the day of that week's class session — before class begins. Quizzes are given in class on each class day and cannot be made up.

Frontline Supervisor or Executive Interview (100 points): Explore how frontline supervisors or executives use the principles we've covered in class and our texts to perform their responsibilities. Identify and interview either a frontline supervisor or an executive (a VP or C-level leader). Use the interview to explore how they are using the concepts from class to carry out their day-to-day activities and lead their teams. Look for ways they are bringing the things we are learning about in class to life. Write a 2–3 page paper in APA style that provides a synopsis of the interview and includes a reflection of what you learned, with at least two direct connections with content from our class and texts, and specific quotes from the interview.

In-Class Quizzes (200 points, 10 x 20 pts each): There will be 11 quizzes given, with the highest 10 counting towards your grade. Quiz questions will be taken from the readings or class activities and may ask you to apply the content to a business situation. They must be taken in the scheduled time frame, and there are no makeups.

Discussion Participation (150 points): Read the assigned case study each week. Research the company and the issue(s) identified in the case study. Respond to the assigned questions with critical thinking, using the Management Process questions (e.g., What is/are the problem(s)?). Active, prepared participation in the in-class discussion is required.

Ethics Case Analysis Team Project (200 points): In this team assignment, your group will analyze a recent organizational ethics failure. Your goal is not simply to describe what happened or to blame one person; your task is to examine the ethical issue as a management problem involving people, decisions, incentives, culture, leadership, controls, stakeholders, and organizational responsibility. Your team will use concepts from Chapter 3, outside research, and course ideas to explain what happened, why it mattered, what made the failure possible, and what should have been done differently. You will also include a brief faith-integration reflection considering how Christian convictions or virtues can help us think more clearly about ethical management.

Point breakdown: Stage 1 (30 pts) – Stage 2 (50 pts) – Stage 3 (100 pts) – Stage 4 (20 pts)

Emotional Intelligence Development Journey (200 points): Emotional intelligence is the ability to recognize, understand, and manage emotions in yourself and in relationships with others. In this course, EI is not treated as a one-time topic; it is a course-long development process connected to management, teamwork, leadership, decision-making, and Christian formation. You will complete the EI assessment connected to The New Emotional Intelligence and use your results to choose one or two areas for growth during the semester. Your grade is not based on having a “high” EI score or on raising your score — it is based on thoughtful reflection, honest self-assessment, a clear growth plan, evidence of practice, and meaningful connection to faith and management development. This journey is completed across three assignments:

Assignment 1: EI Baseline Reflection and Growth Plan (50 points)

Length: About 2 pages, plus EI report

Due: Early semester

Assignment 2: EI Mid-Semester Check-In (50 points)

Length: About 1.5-2 pages

Due: Mid-semester

Purpose: This assignment asks you to pause, review what you have actually practiced, and adjust your plan for the rest of the semester. This is not a major theory paper. The goal is honest reflection on practice.

Assignment 3: EI Final Reflection (100 points)

Length: About 3-4 pages

Due: Near the end of the semester

Purpose: This assignment asks you to reflect on your EI development across the semester and identify what you have learned about yourself, management, relationships, and Christian formation.

Instructions

Review your first two EI assignments, your original assessment report, and your semester-long practice. Then write a final reflection responding to the prompts below.

Your grade is not based on whether your EI score improved. If you retake the assessment, you may discuss your new results, but the main focus should be your practice, learning, and growth.

What to include

1. Return to your original growth focus

Briefly summarize:

- the EI strategy or strategies you chose;

- why you chose them;
- whether you stayed with the same focus or changed it during the semester.

If your understanding of your growth need changed, explain why.

Final Exam (150 points): The final examination is a culmination of everything learned throughout the semester. This will be a multiple-choice, true/false, and matching format.

COURSE SCHEDULE

See Canvas for the latest course schedule and assignment details.

Date	Class Content	Reading	Due / In Class
9/1	Course Overview & Introduction to Management	Syllabus Overview	[DUE] Groups assigned; meet to discuss Ethics Project
PILLAR 1 — MANAGEMENT FOUNDATIONS			
9/8	Management Process & Pillars of Management	Textbook Ch. 1	[QUIZ Ch. 1] In-class case study
9/15	Management Learning	Textbook Ch. 2	[QUIZ Ch. 2] Ethics case groups assigned In-class case study
9/22	Ethics & Social Responsibility	Textbook Ch. 3	[QUIZ Ch. 3] In-class case study [DUE] Group Project Stage 1
PILLAR 2 — LEADING & ORGANIZING			
9/29	Leadership & Communication	Textbook Ch. 11	[QUIZ Ch. 11] [DUE] EI Assignment 1 - Baseline Reflection and Growth Plan In-class case study
10/6	Organizing	Textbook Ch. 8	[QUIZ Ch. 8] Interview subjects confirmed In-class case study
PILLAR 3 — STRATEGY, PLANNING & CONTROL			
10/13	Strategy & Strategic Management	Textbook Ch. 7	[QUIZ Ch. 7]
10/20	Plans and Planning Techniques	Textbook Ch. 5	[QUIZ Ch. 5] [DUE] EI Assignment 2 - Mid-Semester Check-In In-class case study
10/27	Culture, Innovation and Change	Textbook Ch. 9	[QUIZ Ch. 9] [DUE] Manager/Executive Interview Paper [DUE] Group Project Stage 2
11/3	Control Structure	Textbook Ch. 6	[QUIZ Ch. 6]
PILLAR 4 — PEOPLE, CONTEXT & APPLICATION			

Date	Class Content	Reading	Due / In Class
11/10	Individual Behavior	Textbook Ch. 12	[QUIZ Ch. 12]
11/17	Human Resources	Textbook Ch. 10	[QUIZ Ch. 10] [DUE] EI Assignment 3 - Final Reflection
11/24	Teams and Teamwork	Textbook Ch. 14	[QUIZ Ch. 14]
12/1	Communication	Textbook Ch. 15	[QUIZ Ch. 15] [DUE] Group Project Stage 3 - Written report & presentation
12/8	Group Ethics Case Presentations	—	[DUE] Group Project Stage 4 - Peer Review
12/15	Final Exam (7:30-10:00 PM)	—	[DUE] Final Exam (comprehensive, per PLNU schedule)