Principles of Management
BUS 302, Section B, Fall 2017 (4 Credits)
Mondays, 6:00 p.m. – 9:35 p.m.
Course Syllabus

Contact Information
Instructor Name: Dan Freschi
Phone Number: 414-212-5188
Email Address: dfreschi@carrollu.edu
Office Location: Main 309 (our classroom)
Office Hours: Mondays 5-6, or by appointment
Class Hours: 6:00 to 9:35 pm
Class Location: Main 309

Prerequisites:
Sophomore standing

Required Text:

MyManagementLab Course ID: freschi79462.

Course Description:
Examines the theory, techniques, and applications of management systems. Planning, organizing, leading, and controlling are issues addressed. Topics include environmental influences, organization design and structure, motivation, total quality management, ethics, production and international management. Emphasis is on learning through application. (FA and SP)

Course Purpose:
To introduce, study and discuss topics in the field of management, know what managers do, when and how they do it, and what it takes to become a successful manager.

Course Objective: The need for management is universal, we manage or are managed in both professional and personal situations. In this course, we will discuss management theories and our own experiences to understand the complexity and implementation of managing people and processes in a wide variety of environments.

Learning Objectives:
Through successful completion of BUS 302, students will be able to:
1. Define management, its roles and functions
2. Identify and describe major changes shaping the 21st Century workplace
3. Explain the nature and purpose of strategic analysis and SWOT
4. Understand the basic steps of decision-making and problem-solving
5. Describe characteristics of an organizational culture
6. Describe human resource management
7. Explain how companies are striving to motivate an increasingly diverse workforce
8. Develop and display an appropriate level of emotional intelligence (EI) and maturity
**My Grading Philosophy:**

Your grade in the course (and on any course component) is an assessment of your mastery of the course material and/or associated skills. Mastery means ability to recall, comprehend, apply, and integrate the material. The grade you will end up with will be a function of your abilities, related to mastering the material, and your level of motivation associated with the course activities. Because other factors such as day of week, time of day, classroom environment, and instructor style also influence grades, you should not automatically expect to receive the same or similar grade in this course that that you get in other courses.

You have the opportunity to do as well, worse, or better, depending on how well you use the resources available to you.

To make the expectations concerning grades crystal clear, I follow the numeric values that are consistent with those used by other Carroll instructors. The benchmarks that I use, combined with frequent evaluation and feedback, tend to produce a normal distribution, without the need to use a Bell curve or any other arbitrary measure of grade adjustment. Therefore, you have much more control over your final grade than you may have realized!

My commitment to you is to provide you with a fair grade, not necessarily a high grade, but at the same time to help you to reach as high as you wish to go to meet your scholarship requirements, career or personal goals. Therefore, I highly recommend that you make the best use of all available resources to you (e.g., textbooks, companion websites, readings, Canvas, instructors, library materials, etc.).

**Deadlines:**

Assignments and exam dates are set in stone, unless major external events (e.g., snow, tornadoes, university power failures, etc.) occur that require revision of the course schedule. Accommodation for missed assignments or exams will not be offered without valid, verifiable documentation of Carroll athletic commitment, serious illness, or death of someone very close to you.

Late assignments will not be accepted and a grade of zero (0) will be entered in the gradebook if you miss the deadline (even by a few minutes).

Remember, we only meet once a week so missing class or an assignment can have significant consequences. I ask that you please communicate to me your situation for I want you to be successful.
**Grading:**
Letter grades in the course will be based on your performance on the following:

**Summary of Graded Elements:**
<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Contribution, &amp; Participation</td>
<td>80 pts</td>
</tr>
<tr>
<td>Discussion Preparation Homework (DSM)</td>
<td>180 pts</td>
</tr>
<tr>
<td>In Class Work</td>
<td>110 pts</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>540 pts</td>
</tr>
<tr>
<td>Managing Social Responsibility and Ethics</td>
<td>100 pts</td>
</tr>
<tr>
<td>Team Project</td>
<td>300 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1310 pts</td>
</tr>
</tbody>
</table>

**Carroll University Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.</td>
</tr>
<tr>
<td>AB</td>
<td>88-91</td>
<td>Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Indicates competent work that shows a sound grasp of the course goals without being distinguished.</td>
</tr>
<tr>
<td>BC</td>
<td>78-81</td>
<td>Indicates competent work that shows some grasp of course goals, but work suffers from incompleteness or inaccuracy.</td>
</tr>
<tr>
<td>C</td>
<td>70-77</td>
<td>Represents work of adequate quality, but work suffers from serious incompleteness or inaccuracy.</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Given where the minimum requirements of a course are barely satisfied.</td>
</tr>
<tr>
<td>F</td>
<td>59.9 and below</td>
<td>Given where the minimum requirements of a course are NOT satisfied.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Given where the minimum requirements of a course are incomplete.</td>
</tr>
</tbody>
</table>

**Extra Credit Opportunity:**
There are no opportunities to earn extra credit, so please do not ask.

The instructor and Carroll University reserve the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Attendance, Participation, Contribution, and Discussion (80 total – 5 points each class):
Class sessions are more enjoyable when you attend class, are prepared, and ready to contribute. As such, you are expected to thoroughly prepare for each class by carefully reading and studying assignments and by coming to class prepared for discussion.

In addition, you are responsible for what you read because you will be asked to explain important concepts from the readings. Students with questions should be proactive and ask for clarification.

The course, as designed, with emphasis placed on participation cannot be successful unless you come to class prepared. You are expected to think critically, discuss, and challenge the instructor and each other.

The most meaningful contributions are those that challenge our thinking, which provoke the entire class to new levels of analysis and understanding. To prepare for class, you might ask yourself questions such as:

- What is the most important point of this reading?
- Is there another side to this story?
- How is this information useful to a practicing manager?
- How could I use this information, theory, approach, etc., two years from now?

I do keep track of your attendance and enter it into Canvas, worth 1 point. However, it’s your participation, contribution, and discussion quality that makes the grade, worth 4 points.

Discussion Preparation Homework (180 total points - 10 points each x 18 chapters):
In preparation for our classroom discussion you should read the assigned chapters and complete online work via My Management Lab to solidify and test your understanding of the material covered in the text.

Note: this work is to be completed before the class meeting on each subject, and is due at 6PM the day of the subject lecture. I do not accept late work in this assignment category.

There are many options for you to leverage your study and prep time from for each chapter - but you must complete the Dynamic Study Module (DSM) to receive points.
**In Class Work** (110 total points - 10 points each)
A short assignment will be completed in class each week starting week 2. These may be writing assignments, pop quizzes, evaluation of short articles, case studies, written work based on in-class activities, etc. Some will be completed individually and some in teams. There are 12 opportunities, your lowest score will be dropped. This work cannot be made up for missed classes.

**Chapter Quizzes** (540 total points - 30 points each x 18 chapters):
There are no exams in this class, but there is an online quiz for every chapter facilitated through Canvas and the MyManagementLab site.

Quizzes are due the Tuesday after the lectured class. Late submissions are accepted with a penalty of 25% per day late (24-hour period).

Each quiz has 25 multiple choice questions, you have a 45-minute time limit and are allowed one attempt at each quiz. Materials covered on quizzes: anything in the text, My Management Lab, assigned readings, classroom discussion or presentations by guest speakers. This includes material for the current chapters and materials previously presented that are relevant to the current topic.

**Chapter Six - Managing Social Responsibility and Ethics** (100 points):
A short reading/writing assignment will be required to demonstrate your understanding of the material in this chapter.

Your assignment must be uploaded to Canvas no later than 5PM, October 23rd. I will accept late work until October 24th (one day late) with a 25% penalty on your score.

Your submission must be in either Word or PDF format, be well-written, and include all relevant information within the document (including your name!).

Follow the “**General guidance for all paper submissions**” and the “**Grading Rubric for All Papers**” later in the syllabus.

Be well-supported by research and references that are cited in a “References” Page. NOTE: Wikipedia is not considered a credible reference in this course.
Team Project (300 total points - paper 200, presentation 75, peer evaluations 25):
The purpose of this assignment is for you to start connecting the theories, trends and best practices in management. The class will be divided into small teams to research a specific management topic (see list here in syllabus). While this is a team project, some grading will be individualized.

Expectations and deliverables:
- Use a managerial perspective as the foundation; applying the concepts, theories and vocabulary presented in the text and classroom discussion.
- Introduce the topic, providing a general overview and foundation.
- Discuss trends, emerging concerns, best-practices and new/innovative ideas on the subject.
- Use critical thinking skills to synthesize information gathered into cohesive ideas.

What to Turn in:
- **Week 8 (10/30):** Groups will provide a formal outline of their project/presentation.
  - **Week 14 (12/11):** Submit your paper in Microsoft Word or Adobe PDF format uploaded to Canvas AND a paper copy submitted at the beginning of class
    - Please follow the “General guidance for all paper submissions” later in the syllabus.
    - Be well-supported by research and references that are cited in a “References” Page. NOTE: Wikipedia is not considered a credible reference in this course.
    - Content of report should be eight to ten pages. The report should include a cover page, table of contents, and bibliography (and an appendix if necessary) - these pages are *NOT* included in the page length criteria noted above.
- **Week 15 (12/18):** On the day of the presentation: all groups will upload a Microsoft PowerPoint (PPT) version of their presentation and turn in to the instructor a color “handout” printout of their presentation, with the handout set to print 3 slides per page with spaces for notes. This item will be due on the day of project presentations. Please staple this printout.

Presentation of Findings
- **Present your findings to the class on 12/18 (Final Exam night for this class)**
  - If you are not in class the day of the group presentation, there will be no makeup time given. Thus, a grade of zero (0) will be entered in the Gradebook for the oral presentation.
  - Business casual dress is expected.
  - All group members must participate in the presentation and should know the full topic well enough to fill in for absent group members.
  - Visuals are required (ex: PowerPoint).
  - Question and answer section required.

*(Team Project continued on the next page)*
**Peer Evaluations**

- Each member of the group will be required to complete performance appraisal evaluation forms on all group members.
- Your peer performance evaluation is based on 12 key criteria related to improving team-based outcomes. Additional instructions are in “Canvas”.
  
  1. Reconciles differences among teammates to keep team functioning optimally
  2. Encouraged innovation among teammates by introducing new perspectives and information
  3. Evenly contributed to the work load by coming to meetings prepared and consistently producing high-quality output
  4. Maintained appropriate balance between talking and attentive listening
  5. Changed his/her opinion when appropriate, considering entire range of factors
  6. Communicated ideas effectively and confidently
  7. Helped develop team goals and maintain focus on them
  8. Collaboratively developed team norms and values with teammates
  9. Consistently adhered to high ethical work practices
  10. Effective in team’s time management: flexible in scheduling, on time to meetings, and used team time efficiently
  11. Provided feedback effectively
  12. Productively responded to feedback

- It's my expectation that you'll use management skills to work together well - but if there are any issues you can't work out yourselves, please notify me early - don't wait for the peer evaluation opportunities.

- Link to complete peer evaluation: https://www.surveymonkey.com/r/bus302f17

**Hints for Success:**

- Follow the “General guidance for all paper submissions” and the “Grading Rubric for All Papers” later in the syllabus.
- Make sure your project documentation is professional – *avoid fancy templates*; watch spelling and punctuation.
- Follow all directions, if you are unclear - ask.
- Ensure you are well prepared and each member shares in the preparation, writing and presentation of the report.
- Make sure the report and presentation flows – these are not independent reports; make sure you use good transitions.
- Introductions and conclusions are a must!
- Make sure you use citations when appropriate.
- For the presentation, practice effective communication skills.
- Be prepared - DON’T READ your report or each slide to the audience.

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Topics for Business Management Projects

1. **Leadership**: how do managers develop and cultivate leaders in the workplace?

2. **Motivation** (individuals): how do managers keep employees engaged and stimulate peak performance?

3. **Managing age / generational diversity**: what issues arise in the workplace over generational differences and how can managers’ best handle this?

4. **Managing gender diversity**: statistics tell us that women earn less than men and advance more slowly than men. Is this true and if so, why? What are the trends? What are managers’ responsibilities and how do they handle this?

5. **Corporate Social Responsibility**: what are the roles and responsibilities of business in our society and how do managers determine the best use of resource limitations to fulfill those expectations?

6. **Team building**: how do managers get people to work together well and create synergy by leveraging the combination of individuals?

7. **Managing change**: how do managers navigate change so that employees not only accept it but embrace it?

8. **Managing work-life balance**: how do managers balance the increasing pressure to get work done with fewer resources and the personal/family needs of their employees?

9. **Managerial ethics**: amid the recent ethical scandals, how do managers ensure that they (and their employees) are acting ethically?

10. **Managing your own career**: how do you plan and proactively navigate your career path and advancement for optimal professional success and personal fulfillment?

11. **Control**: how do managers identify and implement the best control methods and criteria (quantitative and qualitative methods)?

12. **Managing virtually**: how do managers handle teams that are not physically present at a common location to ensure collaboration and productivity? (geographically diverse and/or work from home)

13. **Mentoring**: what are the benefits of mentoring, how does it affect employee engagement, productivity and advancement? (having a mentor / being a mentor)

14. **Social media as a workplace communication tool**: social media is increasingly being used as a workplace communication tool. How can it be used effectively without be a distraction or disruptive? What are the trends and appropriate uses?

15. **Managing for optimal customer service**: who is the customer and which employees are involved in customer service? How do managers identify customer expectations and implement service delivery to meet or exceed the expectations?

16. **Decision-making**: what are the challenges and trends in decision-making in today’s complicated business environment that includes constant change, elevated levels of competition and increased accountability? Why is it so difficult for many to commit to a decision?
Professionalism and Technology

A few points regarding professionalism and technology are important to note:

1. Students are expected to act in a professional manner in all their interactions related to this course—with their fellow students and with the instructor. Unprofessional behavior—which includes coming late to class, disrupting others, disrespecting or demeaning another student’s thoughts and opinions—will not be tolerated.

2. Laptop PC/Mac computers and tablets/iPads are welcome in the class. Students who feel the need to use a laptop PC/Mac computer or tablet/iPad during class may discuss the situation with the instructor to determine whether it will be permissible, and if so, the parameters of usage during class sessions.

3. Technology can be a powerful learning tool, so long as it is not disruptive and is being used for class related purposes only. If the technology becomes disruptive to others or the learning environment the instructor reserves the right to remove the technology from the classroom.

4. No technology (portable electronic devices) of any kind may be used during exams. For students needing accommodation for disability, please make an appointment with the Walter Young Center (262-524-7621) no later than the first week of class.

5. The use of mobile/cellular phones and audio recording devices are not welcome in class. Students who bring these devices to class must be certain they are turned off and packed away. Students who require use of such equipment during class must speak with the instructor before the start of each class.

Class Communication:
You must check your Carroll University provided email daily.

I will communicate to you through email information either directly related to the course or generally related to the concepts in the course. I will also relay University related communication and information to you through email.

If you contact me through email, please allow me at a minimum 48 hours to respond.

The instructor and Carroll University reserve the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
General guidance for all paper submissions:
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences.

- Your papers should be typed, double-spaced on standard-sized paper (8.5” x 11”) with 1” margins on all sides. You should use a clear font that is highly readable.

- All paper submissions will be in **12 pt. Times New Roman font.**

- All assignments must be submitted or uploaded to Canvas in Microsoft Word or Adobe PDF format. (If you use Google Docs, it can export the file in a .doc format)

- Unless otherwise stated, please include a title page, the main body, and references for each paper you submit. Please avoid fancy templates.

- Always use proper in-text citations from the readings to support your work and experiences.

- While the point of view and voice of APA writing is from the 3rd person perspective, please bring your own self-expression, initiative, and creativity to the content and style of the paper. You can use the first person point of view when discussing your research steps and when referring to yourself and your group. If you have questions, please ask.

- Review the “Grading Rubric for All Papers” at the end of the syllabus for additional guidance on how papers will be graded.

For help with proper formatting visit the Carroll University Writing Center, located in the Learning Commons and visit their website [http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790](http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790).

Additional help and a great resource is the Purdue Online Writing Lab (OWL) which can be found here [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/).
## Grading Rubric For All Papers

<table>
<thead>
<tr>
<th>Grade</th>
<th>A Paper</th>
<th>B Paper</th>
<th>C Paper</th>
<th>D Paper</th>
<th>E Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>Exceling in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing, limited enough to be manageable.</td>
<td>A solid paper, responding appropriately to assignment. Clearly states thesis/central idea, but may have minor lapses in development.</td>
<td>Adequate but weaker and less effective, possibly responding well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.</td>
<td>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</td>
<td>Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources when necessary.</td>
</tr>
<tr>
<td>Organization &amp; cohesiveness</td>
<td>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. Guides the reader through the chain of reasoning or progression of ideas.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices, e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.</td>
<td>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack cohesiveness.</td>
<td>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</td>
<td>No appreciable organization, lacks transitions and cohesiveness.</td>
</tr>
<tr>
<td>Support</td>
<td>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</td>
<td>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.</td>
<td>Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
<td>Uses irrelevant details or lacks supporting evidence entirely. May be mindlessly brief.</td>
</tr>
<tr>
<td>Style</td>
<td>Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.</td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be weak, unfocused, repetitive, or confusing.</td>
<td>May be too vague and obtuse, or very personal and specific. Usually contains several awkward or ungrammatical sentence beginnings; sentence structure is simple or monotonous.</td>
<td>Usually contains many awkward sentence beginnings, sequences words, employs inappropriate language.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>May contain a few errors, which may annoy the reader but not impede understanding.</td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.</td>
<td>Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.</td>
<td>Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.</td>
</tr>
</tbody>
</table>
Policy Statements:

Attendance
Students are expected to attend and participate. Regular and prompt attendance in class is essential for your success. Absences can negatively impact your overall grade. Records of attendance are maintained by each individual professor, and official attention is given to any student with excessive absences. Material will be presented during class that is not included in the text. It is the student’s responsibility to get notes about a lecture, video, or exercises when he/she misses class.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Academic Honesty
Cheating on examinations, plagiarism, improper acknowledgment of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Accommodation for the Disabilities
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

The Carroll University Writing Center, located in the Learning Commons is open Monday through Thursday from 10-6, Fridays from 10 – 1 and on Sunday evenings from 4-8.

Writing Assistants are available to help with all stages of the writing process, from pre-writing to development to citation.

Assistants can be seen on a first come, first served basis, though the Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal.

If you have any questions, or would like to know more about writing support on campus, please check the website: http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790
## Tentative Course Outline *(subject to change)*:

<table>
<thead>
<tr>
<th>Date (2017)</th>
<th>Topics Covered and Reading Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 9/11       | Introduction: Course Discussion, Group Formation, etc.  
Ch 1: Managers in the Workplace                       | DSM: 9/14  
Ch Quiz: 9/14                                                                   |
| 9/18       | Ch 2: Making Decisions  
Ch 3: Managing the External Environment & the Organization's Culture  | DSMs: 9/18  
Ch Quizzes: 9/19                                                                |
Ch Quiz: 9/26                                                                   |
| 10/2       | Ch 5: Managing Diversity  
Ch 6: Managing Social Responsibility and Ethics - *will not be covered in class*         | DSMs: 10/2  
Ch Quizzes: 10/3                                                               |
| 10/9       | Ch 7: Managing Change & Disruptive Innovation                                                         | DSM: 10/9  
Ch Quiz: 10/10                                                                 |
| 10/16      | Fall Break                                                                                            | None                                                                            |
| 10/23      | Ch 8: Planning Work Activities                                                                       | DSM: 10/23  
Ch Quiz: 10/34  
Managing Social Responsibility and Ethics uploaded to Canvas                  |
| 10/30      | Ch 9: Managing Strategy                                                                               | DSM: 10/30  
Ch Quiz: 10/31  
Project Outline                                                               |
| 11/6       | Ch 10: Entrepreneurial Ventures                                                                      | DSM: 11/6  
Ch Quiz: 11/7                                                                  |
| 11/13      | Ch 11: Designing Organizational Structure  
Ch 12: Managing Human Resources                                                             | DSMs: 11/13  
Ch Quizzes: 11/14                                                              |
| 11/20      | Ch 13: Creating & Managing Teams  
Ch 14: Managing Communication - *will not be covered in class.* | DSMs: 11/20  
Ch Quizzes: 11/21                                                              |
| 11/22 – 11/26 | Thanksgiving Break                                          | We have class on Monday.                                                      |
Ch Quiz: 11/28                                                                |
| 12/4       | Ch 16: Motivating Employees  
Ch 17: Being an Effective Leader                                                            | DSMs: 12/4  
Ch Quizzes: 12/5                                                               |
| 12/11      | Chapter 18                                                                                           | DSM: 12/11  
Ch Quiz: 12/12  
Project - written section due - one copy uploaded to Canvas and one paper copy delivered in class. |
| 12/14      | **Reading Day**                                                                                       | Project Presentations & PPT upload and Printout                                 |
| 12/18      | **FINAL EXAM DAY | Time: 6:00 pm - 9:35 pm**  
(*This date and time is established by the University and cannot be changed*) | Project Presentations & PPT upload and Printout                                 |

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