Syllabus: Management Principles and Practices

Contents

Syllabus: Management Principles and Practices 1
Instructor Information 2
Instructor Teaching Philosophy and Course Pedagogy: 2
About the Course: 2
Prerequisites 3
Competence Statement: 3
Course Learning Objectives: 3
Schedule and Assignments: 4
Course Methods 4
Measurement of Learning Outcomes 4
Drop/Withdraw: 5
Communications 5
Questions and Answers about the Course 5
Email 6
Major Life Trauma 6
Return of Assignments / Feedback 6
Attendance and Course Communications 6
Policies and Requirements 7
Preparation 7
Quality of Response 7
Professionalism and Respect 7
Collaborative Work 9
Plagiarism and Copyright 9
Incompletes 9
Late Work 10
Extra Credit Policy 10
Backup Copies of Assignments / Save of Returned Assignments 10
Online "Snow Days" 10
Evaluations 11
University Grading Policy 11
Required Competency Activities 11
List of Assessments 12
Grade Scale: 17
Bonus / Extra Credit Opportunities 18
Homepage: **20 points** 18
Participation in All Course Discussions: 80 points 19
Technology Requirements and Expectations 19
Computer Hardware and Software 19
File Management 20
Document File Names 20
Disability Services 20
Resources 21

Instructor Information

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Questions about the course - please post in discussions
Private and confidential matters via email please.
If you would like a meeting via telephone, please provide a number where you can be reached.

Instructor Teaching Philosophy and Course Pedagogy:

Please read the document located under CONTENT titled ***Instructor Teaching Philosophy*** to better understand the design of this course and the expectations for this course.

About the Course:

Course Description (University Catalog):

This course examines the Western historical and philosophical roots of management as well as current management theory and practices. The critical success factors leading to effective managerial performance in the roles of planner, decision-maker, organizer, leader, motivator, controller, and manager of a diverse workforce in a changing environment are identified and evaluated.

Prerequisites

None.

Competence Statement:

Knows the principles and practices of management including the elements of planning, organizing, leading and controlling as they relate to human resources and management decisions in an environment of diversity and can apply these elements in experiential exercises, cases and exams.

Course Learning Objectives:

The following general objectives reflect the intended outcomes for the course. At the conclusion of this course you will:

- Have knowledge of what management is and know the primary functions of management (plan, organize, lead and control).
- Know the historical and philosophical origins of management.
- Appreciate and be aware of current management theories and practices.
- Be able to identify factors influencing ethical behavior and discuss how ethical behavior can be encouraged by management.
- Develop a familiarity of the critical success factors that provide effective managerial performances in the following areas: leader, organizer, planner, decision maker, motivator and controller.
- Understand the adaptations that are needed to be made in the management process because of cultural differences in the workplace.
- Increase your knowledge of the following environmental factors, which influence the management process: changing demographics, managing change and international business.
- Develop, improve or enhance your personal philosophy of management and management techniques/skills.
- Increase your analytic and decision-making skills as they relate to activities and individuals in managerial environments.
- Examine issues associated with diversity in the workplace.

Textbook:

Kinicki, A. & Williams, B. Management: A Practical Introduction 2nd ed.. New York: McGraw-Hill Higher Education

Are You Ready for an Online Course?:

Online students must be self-motivated, have good written communication skills, access to computer technology, and have proficiency with software applications.
There is a self-assessment to indicate your readiness for taking an online course posted at: http://faculty.metrostate.edu/FALKOFJA/StudentSelfAssess.htm

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Schedule and Assignments:

The grade in this course is earned through your successful completion of course assignments and activities. You accumulate points toward their final letter grade. You are responsible for reading and understanding all the documents in the **SYLLABUS DOCUMENTS** section of the CONTENT tool.
The **COURSE SCHEDULE** document summarizes the topics of study and assignment deadlines in a week-by-week format. The deadline time for the dates listed will be 11:49PM unless otherwise listed.
Assignment descriptions and grading criteria are listed under the ASSIGNMENTS subsection. You are responsible for reading and understanding these documents by the end of the first week of the course.

Course Methods

A variety of methods will be used within this course to facilitate and support your learning process. It is expected that before beginning any activities within the instructional module that you will complete the assigned textbook readings so that you will be familiar with the terms, concepts, and processes within the module. Once readings are completed, you will study other resources and perform other activities within the course and listed in module notes and the Course Schedule. You will be expected to participate regularly in all assigned activities and complete discussion and assignments before stated deadlines.
Other instructional activities might include:

- online class and small group discussions
- student presentations
- guest speakers
- module notes with assigned readings and activities
- learning journals
- videos
- case studies
- exams
- web-based research
- practice exercises and homework.

Measurement of Learning Outcomes

This course uses a variety of assignments in order to measure student outcomes. In this course you will need to:

- Participate in online discussions in which you will share with others your experiences, background, resources, and opinions. As you reflect on your own learning process, you will share your questions and insights with classmates in an effort to find common understanding and to resolve differences. Your contributions should be well organized, concise, and precise, and you are expected to cite sources when you are restated facts or points.
- Perform research to further investigate topics and resources. This process will build your skills at locating credible information in a timely fashion to formulate possible solutions to problems.
- Write papers that demonstrate your ability to apply the concepts and information from the course and from your research. Research papers require credible, recent, and relevant articles and data that support your arguments and observations.
- Develop projects that demonstrate your ability to perform abstract thinking and to apply multiple concepts to solving new problems within new situations.
- Answer questions through quiz and exam instruments that measure your understanding and application of facts and concepts. You are expected to be well enough studied as to be able to immediately identify the relevant issues and appropriate responses, and when offering an essay response, to address the question in an organized and thoughtful manner.

Drop/Withdraw:

The last day to drop the course with a refund is seven days after the start of the academic term. Tuition refund policies are listed at: http://www.metrostate.edu/tuition/refund.html

The last day to withdraw from a course can be found in the University's Academic Calendar; dates can be found at the online page: http://www.metrostate.edu/schedule/display.cfm

Communications

Questions and Answers about the Course

The most efficient way to ask questions about the course readings, content, assignments, and schedules is to post a question to the appropriate discussion board. Please read through the entries there before posting a new question, as there might already be an answer posted.

When posting a new question, make sure to use specific page numbers (or other specific references), the nature and scope of your question, and an explanation of what YOU think is the correct answer. If you are correct, you can be quickly congratulated. If the instructor needs to provide clarification - reading your answer will help to identify the nature of the misunderstanding.

If you know the answer to a question posted by another student, you are encouraged to provide assistance.

Email

In this course, email should only be used for private and confidential matters (for example, a score on an assignment). Post all questions about the course and assignments to the appropriate discussion board so that other students can benefit from the answers posted.

If you must communicate with the instructor via email, you are required to use your university email account. Emails originating from outside the campus email servers may be deleted without review of the instructor. All emails must include a subject line starting with the course number and include a brief description that summarized the content of the email. For example: ***MGMT 310-50/70 Research Paper Topic***. As a university policy, in order verify identification before processing requests, the Registrar's Office requires that all official correspondence take place through Metropolitan State University email accounts.

Major Life Trauma

If you suffer from a trauma (death of child, spouse, or parent; loss of job or home, life-threatening injury, etc.), please let the instructor know so that he can work with you to modify deadlines and perhaps offer alternative learning activities.

Return of Assignments / Feedback

Normally assignments will be graded and returned within 8 days after the assignment deadline. Rubrics are used in the course to help clarify expectations for the assignments. Using the rubrics, you should be able to assess your own work to determine how well you are meeting the work expectations.

On the two formal papers and the Electronic Concept Project Presentation, the instructor will provide at least a paragraph of feedback related to your performance. Most other items will receive a numeric score based upon the rubrics.
Students who complete assignments but who score less than 70% will also receive constructive feedback to assist in their understanding of expectations as related to future assignments.

If you have questions about a grade, please contact the instructor to receive additional feedback. Any student who would like a quick review of assignments (to receive suggestions for improvement) may do so, but should make the request at least 4 days prior to the assignment deadline (so that feedback received can be incorporated into the assignment). Email these requests private to the instructor.

Attendance and Course Communications

Students are expected to log into the course website at least three days per week in order to view updated announcements, participate in ongoing discussions, and to work cooperatively with group members.

Federal Financial Aid regulations require that the University track the ongoing attendance of students, and this can be done through the D2L course site. Therefore, students receiving financial aid are expected to maintain ongoing progress in activities within the course.

Policies and Requirements

Preparation

As a university course, you are expected to spend 40 hours per credit earned in your studies, preparation activities, and assessments. In a 4 credit course, you therefore are expected to spend at least 160 hours in course activities, which translates into a minimum of 10 hours per week for a 16 week run of the course.

Your time will be spent completing readings, assignments, discussions, and research for this course. You are expected to read all relevant textbook and other articles prior to starting any assignments or discussions. You will likely lose points in these assessments if you are ill-prepared. It is to your benefit to create a series of notes and chapter outlines from your readings. The process of writing or transcribing thoughts can dramatically increase your ability to remember and understand concepts and skills you are learning.

Weekly Study Plan:
1.5 hours per chapter to read the materials
.5 hours reading the online content and assignment descriptions
1 hour per chapter to re-reading and taking notes in outline form
2 hours finding and reading related journal articles and gathering resources for the major course projects
2-4 hours working on the Activities and discussions

Quality of Response

Your responses and answers to questions are expected to be precise and concise. Points are earned for correct, relevant, and substantial responses; trivial statements earn no credit.

Your answers should contain the appropriate terms as well as use them properly. Avoid pronouns (he, she, it) and instead provide specific names, places, terms, and times when providing your response (so that there can be no misunderstanding or misinterpretation of your answer).

Professionalism and Respect

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities).

Many of the learning objectives within the course are accomplished through discussions and peer-to-peer interaction. Within these experiences, you might be exposed to concepts or opinions that conflict with your own beliefs and understandings. In professional settings, we may disagree, but we many not be disagreeable.

You will need to contribute in intelligent, positive, professional, and constructive manners within the course. Any debated points must focus on issues and facts (rather than about personalities or emotions). You are encouraged to share your views, but you are responsible for doing so in a polite manner and for backing up those views with facts and sources.

Your posted comments to the course website are persistent; anything you write might be available throughout the entire course. Unless a comment is particularly offensive, the instructors will allow these postings to remain. If you feel that a specific posting is grossly offensive, you are responsible for contacting your instructor immediately through private email so that your concern and objection can be addressed.

Since our schedules are busy, please confine your writings to topics and issues that are specifically under discussion and related to our readings. You are encouraged to bring up newsworthy events or other websites related to our readings. Issues that fall outside the confines of this course can be explored as an individual, but avoid taking class discussions on tangents as this might consume additional time and distract us from completing the required work for the course. Also try to organize your thoughts ahead of time, so that you can be precise and concise about all the points you wish to make (thereby, helping you appear more credible and intelligent).

In addition to reading and responding to other postings in the course, as a courtesy, you should check to see if others have posted any questions to your statements and to answer those questions in a timely manner (in the same manner you would expect answers from others). In this class, we work as a team; your work is not done if others are left "waiting for an answer." (In other words, throughout the week, keep reviewing the discussion boards for new messages that might be addressed to you.)

Unprofessional or disrespectful conduct will result in a lower or failing grade on an assignment. Warnings will not be given; part of the learning process in this course is respectful engagement of ideas with others.

Students will need to contribute in intelligent, positive, and constructive manners within the course. Behaviors that are abusive, disruptive, or harassing may result in disciplinary actions as specified within the Student Conduct Code (University Policy #1020). The conduct code can be found at the website page: http://www.metrostate.edu/policies/pdf/Policy1020.pdf Sensitive or controversial topics might be discussed in this course. Comments posted within this course are to remain confidential to the audience of this course; do not copy or share messages or writings from this course with others not in this course section. Student in this course are also responsible for being familiar with the Handbook of Student Rights and Responsibilities.

Collaborative Work

The nature of this class requires that some collaboration and communication with your peers takes place for discussions and group-oriented activities.

Homework, papers, and individual projects must be done individually. While students can consult with each other about strategies and resources, you must complete all work on the assignment yourself.

Plagiarism and Copyright

Plagiarism is the act of using another person's ideas, writings, diagrams, or materials without giving specific credit known as a citation. In an academic environment, plagiarism is considered theft, and therefore if you plagiarize any materials, you may face failure of the assignment, failure of the course, or other penalties up to and including expulsion from the university. More information regarding plagiarism and disciplinary policies can be found on the University's website at the page: http://www.metrostate.edu/handbook/academic.html

You are responsible for you own conduct and must cite sources for all referenced materials. Accusations of plagiarism can be easily avoided by properly citing the resources and materials you are using in your assignments. A website that assists you in creating the proper academic citations of materials is the Landmark Project's Citation Machine, which can be found at the web page: http://www.citationmachine.net/

As part of academic honesty, you are expected to respect intellectual property laws, including copyright law. No parts of this site, your textbook, other publisher materials, materials or statements created by your instructor, or contributions from other class members can be used or distributed outside of this class without the permission of the author(s). Copyright law provides that any creative thought fixed into a tangible form is copyrighted the moment it is created, whether or not a copyright notice is affixed. That means that anything you contribute in discussions, send in an email, or write in a paper is also copyrighted as soon as you have created it and others may not use it without proper citation and/or your permission.

Your intellectual property rights as a student are described at the web page http://www.mnscu.edu/board/policy/326.html. If you desire, you have the right to give your instructor written permission to use samples of your work as instructional aids in future classes.

Incompletes

You must complete all assignments and activities in the class in order to earn a passing grade for the course. Points are earned in the course by successfully completing activities, assignments, and assessments.
If you choose to seek a grade of ***Incomplete*** in this course, you must provide a written request through campus email to the Instructor at least 7 days prior to the end date of the term. The

instructor has the right to refuse granting a grade of Incompletes for students who have not sustained a passing grade in the course up and to date of the student's written request for Incomplete.

Late Work

All assignments must be submitted prior to the due date. It is to your benefit to read through the assignments at the start of the module to help focus your studies and to give you time to resolve questions before assignments are due.
Assignments that are not submitted on time will receive a grade of zero, unless you have received prior written approval from the instructor to submit the work under a different deadline.
Quizzes and Exams hosted in D2L are posted and available for a period of 5 days before their due date, and you are encouraged to complete the assessment as early as possible.

Extra Credit Policy

Extra credit assignments will not be provided to students as a means of improving a course grade.
Extra credit may be granted by the instructor for work, resources, or materials that benefit the entire class in a substantial and timely manner (for instance, arranging for a notable guest speaker to work in coordination with the instructor, or creating a learning resource to help other students in mastering materials from the course). Any proposals for extra credit must be submitted in writing along with a description of the benefits to the class membership.

Backup Copies of Assignments / Save of Returned Assignments

You are responsible for keeping copies of all assignments turned in to the course as well as returned assignments. When materials have been submitted through the D2L Dropbox area, these materials can be downloaded for storage on your computer.

Online "Snow Days"

Our reliance on the D2L system as an integral part of this course means that there may be some times during the semester when the technology may not be available. It is very important that each time you log into D2L that you read the MY HOME area to check if there are any scheduled downtimes. You are responsible for planning around these downtimes for your assignments and to turn them in prior to deadline (therefore it is best to get all assignments done before deadline and submitted in case the system needs to be taken offline for maintenance).

Sample quizzes, dropbox folders, and discussions that are not graded are provided so that you can test your computer to make sure that is operates properly. Use these to make sure that you computer functions properly with D2L before your assignment is due.

If there is an ongoing disruption that prevents you from completing a D2L assignment, email your instructor screenshots of the error messages you are receiving and include specific times you are trying to log into the system. These can be later verified to determine the nature of the problem. You are also responsible for submitting your problem to the D2L helpdesk at the URL http://d2l.custhelp.com .

SCREEN CAPTURE TIP: You can capture what is on your computer screen by pressing the PrtScr key (located at the top right of your keyboard) and then creating a new Word document and using EDIT > PASTE to copy the image from the clipboard buffer.

If the problem occurs within the discussion board, write a one-page response to the week's questions and email that to me directly.

If the problem occurs within the quiz tool, type out your own definitions for the KEY TERMS covered in the textbook (found at the end of each chapter).

If the problem occurs within the dropbox tool, email the assignment to me directly.

Most problems within D2L are based on high-usage (too many people online at the same time). Try your activity 30-minutes later, and you are likely to be successful.

Evaluations

The grade in this course is earned through the successful completion of course assignments and activities. Students accumulate points toward their final letter grade.

University Grading Policy

An overview of the University Grading Policy can be found at the campus web page:

http://www.metrostate.edu/handbook/academic.html
Instructor and course policies supersede the general guidelines listed for the University.

Required Competency Activities

Any assessments indicated as a required competency activity require that students earn a score of no less than 70% in order to pass the course. Within such assessments, students will be offered a second attempt to pass the require competency activity if the first attempt fails to result in a

passing score; in such case, a successful second attempt would earn the score of exactly 70%. No activities within the course are "optional." Students must complete all activities within the course within the course in order to receive a passing grade.

List of Assessments

You are allowed to demonstrate your knowledge in this course through a variety of assessments. Forty percent (40%) of the course points are weekly assignments to ensure that you are making steady progress in the course objectives. The assessment activities within the course are varied to address differences in learning-style preferences and to address different levels of learning and comprehension.

The following lists contain the course components and their respective weight values in determining the course grade.

Assessment	**Percentage Weight**	**Points Possible**
Course Orientation Assignments	2%	40
Chapter Quizzes (16 at 1% each) - randomly drawn questions for each student; repeatable up to 3 times, and student earns average score of all attempts	16%	320
Midterm Exam (chapters 1-8)	10%	200
Final Exam (Cumulative, with emphasis on chapters 9-16)	13%	260
Online Participation, Research, and Analysis** (5 units of activities, each unit earns 5%) - each week a choice of: - online discussion conversations. - "in the news" executive summaries of article sets. - creative problem solving of case studies. - professional development for your workplace. - building better workplace relationships. View the documents in the CONTENT section titled ***Unit Exercises	25%	500
Peer Review of Written Research Paper	2%	40
***Written Research Paper**	10%	200
Electronic Concept Project Presentation	15%	300
Peer Review of Group Presentation Project	2%	40
***Personal Philosophy and Course Reflection Document**	5%	100

TOTAL PERCENT	100 %	2000
Bonus Points: Professional participation in every Online Discussion Conversation. See the Unit Exercises document for more information.	4%	80

***NOTE: These gradebook items are competence activities and require a grade of 70% or more to pass the course.**

Course Orientation Assignments

This course requires substantial use of Internet and other computer-based resources. To ensure that you have the requisite skills for the using the course content, several activities are required at the start of the course as orientation assignments.

Students who are unable to accomplish the orientation activities may face struggles in using the course materials.

The required activities are listed in the CONTENT section under the heading COURSE ORIENTATION ASSIGNMENTS.

Chapter Quizzes

Readings of the textbook and other resources are the preparation for understanding and applying the content of this course. Your ability to understand the base concepts and terms as presented in the readings will be assessed through chapter quizzes that are automatically graded. These quizzes may contain True/False, Multiple-Choice, Matching, Ordering and Grouping, and Mathematical questions. The purpose of the quiz quiz is to ensure that you correctly understand the terms, concepts, and facts presented in the chapter to avoid confusion (and loss of points) in discussions, papers, projects, and exams.

The quizzes are timed so you will need to study before taking the exam. The quizzes are not proctored. You are allowed to take the quizzes three times, and your final score will be the average of all your attempts. Because you are able to take the quiz again you should avoid having your textbook open during the quiz (needing a textbook during the quiz should indicate to you that you are not well enough prepared in the concepts of the chapter). There are no trick questions; the most obvious answer will be the correct one.

Quizzes allow you to self-assess your knowledge; if you do poorly on a quiz, you can review the materials in more detail and repeat the quiz (up to a maximum of 3 attempts). The score for the quiz will be the average of all your attempts, so if you score well, you should not take a quiz again (a lower score on your second attempt will lower your average on that item). If you score

poorly, it is in your best interests to study the content and take the quiz again in order to raise the AVERAGE of your scores on the quiz.

There are practice quizzes available that are not monitored by the instructor.

Quizzes will cover the **Knowledge** step of Bloom's Taxonomy of Learning. (define, repeat, record, list, recall, name, relate, underline, etc.)

Exams

Two cumulative exams are given in this course (midterm and final). Each exam will contain three sections. The first section, worth 40% of the exam's points, will be Multiple Choice questions similar to those in the Chapter Quizzes. The second section, worth 30% of the exam's points will be an online set of short-answer questions (short-essay) to show how well you understand terms and concepts. The third section, worth 30% of the exam's points, will be scenarios / case studies for which you will need to recommend and justify a course of action.

The exams are not repeatable and will be timed.

Exams will cover the **Knowledge, Comprehension, Application,** and **Analysis** steps of Bloom's Taxonomy of Learning. (Knowledge: define, repeat, record, list, recall, name, relate, underline, etc. / Comprehend: translate, restate, discuss, describe, recognize, explain, express, identify, locate, report, review, tell / Application: interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, sketch / Analysis: distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, question, relate, solve, examine, categorize).

Online Participation, Research, and Analysis Activities

For each of the five units we are studying, you will complete a participation, research, and analysis activity. There are five activities to choose from for each unit. The grade you receive will be based upon how well you can demonstrate your ability to correctly apply the concepts from the course at higher levels of learning (application, analysis, and synthesis).

Your participation in these activities is a means of learning to utilize the concepts from the course and demonstrate your higher level knowledge. Prior to work on any activiites, you are responsible for reading the textbook and other online course materials to learn the facts, terms, concepts, and principles that will be used in the activities.

These activities will cover the **Comprehension** and **Application** steps of Bloom's Taxonomy of Learning. (Comprehend: translate, restate, discuss, describe, recognize, explain, express, identify, locate, report, review, tell / Application: interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, sketch).

See the CONTENT area of the course titled UNIT EXERCISES for more details about the options and expectations.

Peer Reviews

Accuracy and clarity are important to the success of papers and projects in coursework as well as in business. Having your work reviewed and proofread by peers is a helpful process to ensure that your final product meets the expectations of the organization.

There will be a peer review process for the **Written Research Paper** and the **Electronic Presentation Concept Project**. Each student will be assigned to a small group. Within the group, students will share their papers at least ten days before the assignment deadline for instructor grading. The other students in each group member will review the paper and then provide constructive feedback and suggestions that might make the final product stronger and clearer. This requires you to have all of your materials ready for review (in final form).

The grading for your feedback will be determined by following a Rubric. For specific grading criteria, please see the document ***Peer Review Rubric***.

Written Papers:

Written papers will allow you to demonstrate your mastery of course concepts, demonstrate your ability to find and analyze research, and demonstrate your ability to address management issues related to your own career or experience.

All written assignments must typed and submitted as either Microsoft Word file format (.doc) or in rich-text-format (.rtf). All other formats will be returned un-graded with a grade of zero (0).

There are two formal papers for this class.

Written Research Paper

The **Written Research Paper** allows you to explore an issue or concept of management that is of particular interest to you. The topic must be approved by the instructor and must be unique (not an issue or concept selected by any other class member).

You should review the textbook table of contents to select an area of interest for your paper. The paper will be 5-7 pages of content using APA formatting and citations, and in addition include a cover page and a bibliography page (for total pages of 7 to 9). Graphics and other materials may be included as to support the research, but these must be captioned and will extend the number of pages in the research paper (there must still be 5-7 pages of typed text equivalent). Style guidelines include 1-inch margins, double-line spaced text using 10-point to 12-point standard font (Arial, Helvetica, or Times New Roman), and left-aligned paragraphs. Avoid the use of slang and contractions, and spell out all numbers that begin a sentence as well as all uses of the numbers zero through nine.

You may not begin work on your paper until the topic is approved, and as you find research materials, immediately document your citations (citations should be completed using the www.citationmachine.net resource). The purpose of the research paper is to explore in more detail a particular issue without taking a side (gathering evidence, comparing and contrasting alternatives, determining relevancy). This paper is meant to communicate facts, not opinions.

The grading for this paper will be determined by following a Rubric. Please note that there are specific and high expectations for this paper. For specific grading criteria, please see the document ***Rubric for Written Research Paper***.

Personal Philosophy and Course Reflection Document

The Personal Philosophy and Course Reflection Document is your opportunity to self-examine your attitudes, beliefs, practices, and activities related to management and to document how these have been changed and impacted through taking the course. The purpose of this task is to help you identify your own personal strengths and skills and to help you demonstrate your understanding and application of management skills. This document will create a snapshot of attitudes and practices that you can revisit (and modify) as you gain additional management skills and experiences. The length of this document should be at least 3 pages but no more than 7 pages. Within your paper, you might address some of the following areas. The key factor is to specifically address how your beliefs, attitudes, and behaviors have changed by taking this class.

A philosophy statement addressing your attitudes related to the performance of the four management functions of leading, controlling, planning, and organizing. This philosophy should accurately identify your own strengths and preferences.

An explanation of the top two factors that provide motivation and satisfaction for you, and how these will factor into your choice of company or career.

Five specific content areas that you found particularly interesting or vital importance to your career, and why they will be memorable or useful.

Five specific concepts that gave you difficulty and a description of what actions you have taken to overcome your challenges, including any additional resources you found and used.

Incorporating the weekly discussions, analyze how specific peer-to-peer interactions have affected and extended your learning and understanding of the issues, concepts, and processes in this course. In your work roles, how has the content in the course changed your behaviors or opinions (changes in communications, priorities, processes, etc.)?

A list of additional resources or changes to the course that might have assisted you in the learning process (at any point in the course, you are welcome to submit your suggestions via private email).

You have the choice to provide this document in any format that is appropriate to a business audience (consider this as a resume / portfolio document). The design and presentation elements

are of your choice; you are encouraged to use your creativity, and at your option, you may use an alternate format (PowerPoint, video, website pages). Citations need to be included where appropriate.

For specific grading criteria, please see the document ***Rubric for Personal Philosophy and Course Reflection Document***

This reflection exercise covers the **Analysis** and **Synthesis** steps of Bloom's Taxonomy of Learning. (Analysis: distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, question, relate, solve, examine, categorize / Synthesis: compose, plan, propose, design, hypothesize, formulate, arrange, role-play, assemble, collect, construct, create, set up, organize, manage, prepare.)

Electronic Concept Project Presentation

One of the expectations of employers is that college graduates are able to present persuasive works to a business / client audience.

You are required to create and present a project that illustrates a practical implementation of a management concept from the course. The project can be presented in a format of your choice (narrated PowerPoint, website, Video, prospectus paper or plan), however, it should be created appropriate to a corporate managerial audience training situation. The primary goal of the presentation is to persuade the intended audience to accept or adopt your proposal or proposition. Implementations might include a business or marketing plan, a policy change, system implementation proposal, or sales presentation.

Use of creativity is expected. This project must be created and delivered to the class electronically. You are expected to verify that the project functions properly before it is graded by the instructor.

For specific grading criteria, please see the document ***Rubric for Electronic Concept Project Presentation.***

The Group Presentation Project covers the **Analysis** and **Evaluation** steps of Bloom's Taxonomy of Learning. (Analysis: distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, question, relate, solve, examine, categorize / Evaluation: judge, appraise, evaluate, rate, compare, revise, assess, estimate)

Grade Scale:

The final course grade will be based upon the percentage of points you have earned out of the 2000 possible within the course. For individual assignments, you should refer to the grading rubric for that assignment. In general, your final course grade will reflect your accomplishments in the course.

Letter Grade	Percentage of Points	Quality of Work
A	94 - 100%	Exceptional work that far exceeds the expectations of the assignments and activities; work serves as a benchmark level for quality of work excellence. Writings demonstrate creative applications of concepts and flawless professionalism.
A-	90 - 93.9%	
B+	87 - 89.9%	
B	84 - 86.9%	Work exceeds the expectations of the assignments. Writings demonstrate high professionalism with thorough understanding of concepts and ability to apply concepts to new situations.
B-	80 - 83.9%	
C+	77 - 79.9%	
C	74 - 76.9%	Standard quality of work that meets expectations of assignments and activities. Writings use obvious applications of concepts. Minor mistakes in mechanics, flow, logic, or analysis.
C-	70 - 73.9%	
D	60 - 69.9%	Sub-standard quality of work. Writings contain mistakes in mechanics, flow, logic, or analysis.
F	Below 60%	Work does not meet quality expectations. Work or writings contain serious mistakes in mechanics, flow, logic, or analysis.

Back to Top

Bonus / Extra Credit Opportunities

Bonus points (extra credit) is only considered for activities that benefit the entire class membership. The following allow you to earn 100 points (5%) of course bonus points.

Homepage: **20 points**

As an extra credit activity, you can create a homepage within your online course to introduce yourself to your classmates and to help build the spirit of community. Within the homepage, you should have the following:

- Your name and major.
- A photograph or graphic that represents who you are (someone who has a hobby in photography might use a clipart image of a camera, or he/she might choose to post their own image online). You should include a caption that explains why you choose the image and why you feel it best displays who you are.
- Narrative about who you are that is at least 300 words in length. Include the following.

- A statement about your hobbies, interests, and activities.
- What do you enjoy doing when you are not busy at work and at school?
- Any other information you would like to share with the group (employment, family demographics, reason why you are taking this course, etc.).
- Website links to your favorite online spots.

  - This activity must be completed by the third week of the course.

Participation in All Course Discussions: 80 points

The activity that provides highest value for most students are the Online Discussion Conversations. In order for these to be successful, sufficient numbers of "ingredients" (postings, ideas, resources) need to be added during the conversation. Also, there must be enough ongoing traffic in order to create mometum.

Students can earn a 4% "bonus" (80 pts) for participating in every **Online Discussion Conversation** offered. In order to earn the bonus, you must participate to an appropriate and professional level that demonstrates your correct use and higher level applications of the course concepts, including the identification and sharing of other resources as appropriate.

Technology Requirements and Expectations

Computer Hardware and Software

For this course, your computer should meet the OPTIMUM REQUIREMENTS as specified on the web page:
http://www.metrostate.edu/onlinelearning/techreqs.html

Your computer must also fully pass the System Check found on the Desire2Learn login page:
https://metrostate.ims.mnscu.edu/

You should also have access to a computer microphone and headset for listening to audio segments as well as for creating audio files for presentations.

It is expected that participants have reliable and convenient Internet access in order to frequently log into the **D2L** system in order to check for updates and complete required work. You are expected log into the **D2L** system at least three days per week in order to check for updates and complete required work. You should have skills to add browser plug-ins for viewing files and content presented within the course or be able to get such assistance from non-campus sources at your own expense.

Browser plug-ins for your course may be obtained by accessing the **D2L Home Page** and viewing the ***Tips and Tricks*** icon.

You are expected to be extremely well-versed in using Microsoft's Internet Explorer and in using the Internet to access online resources and sites.
You are expected to be extremely familiar and competent at using Microsoft Word and Microsoft PowerPoint.

File Management

You are expected to have intermediate or higher level skills at file management (ability to create folders, move and rename folders and files, identify type of file by its 3-letter file-extension, attach files to emails, etc.).

You are also expected to use updated virus scanning software for all files you send and receive (such as McAfee Antivirus, Norton Internet Security, etc.).

Document File Names

If your filename contains spaces or other special characters, the instructor may not be able to download or access your file from D2L.
Name your file using only letters, numbers, and underscore characters. For readability, it is preferred that you use MixedCapitals for your filenames. Please make sure that your filename contains the title or topic of the document you are submitting.

Problem	**Don't**	**Do**
Space characters are not allowed in filenames	My research paper.doc	WomenEntrepreneursInSoftware.doc
Special characters are not allowed in filenames (except for _ underscore)	Jack & Jill case study paper.doc My Work is 100%.doc	JackAndJill_CaseStudy.doc MyWorkIs100Pct.doc
Only .DOC, .RTF, .XLS, .PPT, .ZIP, .PDF, .JPG, .GIF, .WAV, .MPG files are allowed as uploads	Upload files that are not in these file formats	Convert file to a safe format

Disability Services

Students requesting accommodations for disabilities must register with Disability Services (651) 793-1540 as early as possible. If you have a documented learning disability, or if you suspect

you have a learning disability which may impact your opportunity to succeed in this course, call the Disability Services right away so that you can explore possible ways to reasonably accommodates your learning style.

Resources

- Computer Centers in Minneapolis (612.659.7245), St. Paul (651.793.1245) and Midway (651.999.5845). Metro State students have access to numerous software packages, an E-mail account, surfing the Web and installing Remote Access on their home computers.
- OpenOffice business applications free open source software (FOSS). This is a "clone" of Microsoft Office.
  http://www.openoffice.org/
- If you are having trouble getting into your D2L course site, please contact Online.learning@metrostate.edu. This support is limited to D2L only; for assistance with non-D2L technology issues, please contact the IT HELP DESK.
- Information Technology Help Desk support is available by sending an email to IT.DESK@Metrostate.edu. During normal business hours, the IT DESK phone number is 651-793-1240. IT Help Desk provides support for campus web portal, campus email, campus website pages, and campus NetDirect accounts (usernames and passwords).
- Writing Center -To make an appointment or to inquire about the center's services, call 651.793.1460 or email centerfolk@metrostate.edu. The Writing Center is very helpful and student centered.
- Library Services are available at Minneapolis, Midway or St. Paul Academic Computer Centers. Call the Library Services Desk at 651.793.1616 for specific information on hours and free workshops being offered throughout the term.
- http://d2l.custhelp.com will help you if you are having trouble getting online or with Desire2Learn (D2L).