



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2009-10
2008-2009

NEXT REVIEW: 2014-15
2013-2014

STATUS: A
A

COURSE TITLE: Introduction to Management

COMMON COURSE NUMBER: MAN 2021

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S):

COURSE DESCRIPTION

This course covers fundamental management principles and concepts. Emphasis is placed on the management functions of planning, organizing, staffing, directing and controlling. Principles of scientific management, motivation, and economic analysis are studied relative to their use in business decisions.

UNIT TITLES

1. Management
2. Objectives and Plans
3. Management by Objectives and Approach to Planning
4. Management Decision Making
5. The Organizing Function: Process and Structure
6. Staffing the Organization
7. The Informal Organization
8. Motivation
9. Effective Leadership
10. Organizational Climate: Change and Development
11. Organizational Communication
12. Management and Control
13. Production and Operations Management I
14. Production and Operations Management II
15. Managing Small Businesses
16. Managing the Multinational Enterprise

EVALUATION:

Evaluation may include but is not limited to the following:

Exams, Quizzes, Presentations, Portfolios, Discussions, Class Participation, Attendance, Projects, Co-ops, Practicum, Internships, Externships, and Research Reports.

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills*:

Please highlight in **green** font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Write clearly and coherently	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

** General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

UNITS

Unit 1. Management

General Outcome:

1.0 The student shall be able to define the importance of management and the skills needed in management.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 1.1 State the importance of management in all types of organizations.**
- 1.2 Define management and describe the work of managers.**
- 1.3 Identify and describe the management functions of planning, organizing, directing, and controlling.**
- 1.4 Explain the following managerial skills:**
 - 1.4.1 Technical**
 - 1.4.2 Communications**
 - 1.4.3 Human**
 - 1.4.4 Analytical**
 - 1.4.5 Decision making**
 - 1.4.6 Conceptual**
- 1.5 Distinguish between the classical and behavioral schools of management.**
- 1.6 Relate the importance of situational management.**

Unit 2. Objectives and Plans

General Outcome:

2.0 The student shall be able to describe the importance of setting goals and techniques for making plans.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 2.1 Describe the goal-setting and planning sequence.**
- 2.2 Discuss types of objectives a firm must consider.**
- 2.3 Relate the goal complexities which management confronts.**
- 2.4 Explain the importance of planning for both upper- and lower-level management.**
- 2.5 Describe the concept of reactive planning and its importance to a business person.**
- 2.6 Recognize various types of standards which may be established.**
- 2.7 State why plans are not successful.**

Unit 3. Management by Objectives and Approach to Planning

General Outcome:

3.0 The student shall be able to define the approach called "management by objectives" (MBO).

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 3.1 State the value of the management by objectives approach to planning.**
- 3.2 Relate how the application of MBO has progressed from an emphasis on performance appraisal to planning and control, and, most recently, to an integrated system of management.**
- 3.3 Describe the essential elements of the MBO process.**
- 3.4 Describe and illustrate the types and characteristics of goals established in MBO programs.**
- 3.5 Explain how MBO can be used by an organization.**
- 3.6 List and briefly describe the primary benefits and potential problems with MBO programs.**
- 3.7 Identify important guidelines for improving the effectiveness of MBO.**

Unit 4. Management Decision Making

General Outcome:

4.0 The student shall be able to describe recognized decision-making techniques.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 4.1 Discuss the phases of the decision-making process.**
- 4.2 State what is required for decision making to take place.**
- 4.3 Describe the components of the conceptual framework of management science.**
- 4.4 List and discuss stages of the scientific method.**
- 4.5 Relate the importance of model-building to a manager.**
- 4.6 Define a management information system.**
- 4.7 Describe the steps that should be completed in developing a management information system.**

Unit 5. The Organizing Function: Process and Structure

General Outcome:

5.0 The student shall be able to define types of organizational structures and methods used in establishing formal organizational structures.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 5.1 Identify and describe the basic components of the organizing process.**
- 5.2 List and describe the primary means of departmental-ization.**
- 5.3 Identify approaches used in delegating responsi-bility.**
- 5.4 Describe and define the basic principles of author-ity, responsibility, and accountability.**
- 5.5 Identify the basic types of organization structures and the advantages and disadvantages of each.**
- 5.6 Explain the situational approach to organization.**

Unit 6. Staffing the Organization

General Outcome:

6.0 The student shall be able to describe the problems and processes of putting the right people in the right positions.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 6.1 Describe the importance of the staffing function of management.**
- 6.2 Identify components of the human resources system.**
- 6.3 Explain the process of determining the personnel needs of the organization, and define the various aspects of the staffing process.**
- 6.4 State the legal requirements that must be met in staffing an organization, and identify the major provisions of federal laws affecting the selection process.**
- 6.5 Explain each phase of the recruitment and selection process.**
- 6.6 Describe special concerns in selecting managerial personnel.**

Unit 7. The Informal Organization

General Outcome:

7.0 The student shall be able to explain how the informal structure is created and how it functions.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 7.1 Describe the importance of the informal group in the organization.**
- 7.2 Distinguish between the formal and the informal organization.**
- 7.3 Identify the basic characteristics of the informal group.**
- 7.4 List the values and losses associated with the informal organization.**
- 7.5 Explain the importance of status, power, and politics in an organization.**

Unit 8. Motivation

General Outcome:

8.0 The student shall be able to define the recognized theories of motivation.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 8.1 Describe the process of motivation.**
- 8.2 Identify the basic philosophies of human nature as contained in Theory X and Theory Y.**
- 8.3 Describe the basic needs of man as presented in Maslow's hierarchy of needs theory and explain how organizations attempt to satisfy these needs.**
- 8.4 Identify Argyris' maturation theory and how it relates to motivation.**
- 8.5 Describe the hygiene and motivation factors contained in Herzberg's motivation theory.**
- 8.6 Explain how motives—such as the needs for achievement, power, and affiliation—affect the behavior of individuals.**
- 8.7 Describe how the expectancy theory can be useful to managers in motivating employees.**
- 8.8 Explain organizational behavior modification and how the technique can be applied in organizations.**
- 8.9 Describe the role of money as a motivator, programs of job enrichment, and the application of the self-fulfilling prophecy.**

Unit 9. Effective Leadership

General Outcome:

9.0 The student shall be able to define the recognized theories of leadership.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 9.1 Define the process of leadership.**
- 9.2 Explain why there is no one most effective leadership style.**
- 9.3 Define types of power a leader may possess.**
- 9.4 Describe the trait, behavioral, and situational theories of leadership.**
- 9.5 State the behavioral leadership theories developed by Likert, Blake and Mouton, Tannenbaum and Schmidt, and researchers at Ohio State University.**
- 9.6 Identify the two basic dimensions of leadership behavior.**
- 9.7 Describe the situational leadership theories developed by Fiedler, Reddin, Hersey and Blanchard.**
- 9.8 State the importance of an approach to leadership that gives adequate consideration to the situational dimensions.**

Unit 10. Organizational Climate: Change and Development

General Outcome:

10.0 The student shall be able to explain the meaning of organizational climate and what causes it to change.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 10.1 Describe the importance of surveying the organizational environment prior to making changes.**
- 10.2 Explain the reason for the trend toward a more participative climate.**
- 10.3 Identify the situational factors that should be considered in bringing about change.**
- 10.4 List the sequence of events that must take place for change to occur.**
- 10.5 Identify sources of resistance to change and the approaches that can be used in reducing resistance to change.**
- 10.6 Describe techniques that are available to implement change.**

Unit 11. Organizational Communication

General Outcome:

11.0 The student shall be able to define techniques used in improving communications.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 11.1 Identify basic components of the communication process.**
- 11.2 Describe techniques involved in both downward and upward communication.**
- 11.3 List barriers that can cause breakdowns in communication.**
- 11.4 Explain techniques that are available to facilitate communication.**
- 11.5 Describe how conflict management is important as a facilitator in the communication process.**

Unit 12. Management and Control

General Outcome:

12.0 The student shall be able to explain the control function and how it is related to other management functions.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 12.1 Describe factors involved in the basic control process.**
- 12.2 Explain why the planning and controlling functions are so closely related.**
- 12.3 State the procedure for setting strategic control points.**
- 12.4 List and briefly describe how actual performance may be compared to standards.**
- 12.5 Explain the importance of a properly developed budget for a manager.**
- 12.6 Describe how the process of control varies for different levels of management.**
- 12.7 List the beneficial techniques in administering disciplinary action.**

Unit 13. Production and Operations Management I

General Outcome:

13.0 The student shall be able to describe the production function and its relation to other main functions of the organization.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 13.1 Identify traditional production management techniques.**
- 13.2 List the basic production and operations management techniques.**
- 13.3 Explain how many of the quantitative techniques are used in business.**
- 13.4 Describe how financial models may be used by managers in decision making.**
- 13.5 Identify the basic requirements needed to work a linear programming problem.**
- 13.6 Explain the forecasting techniques of moving averages, exponential smoothing, regression, and times series analysis.**

Unit 14. Production and Operations Management II

General Outcome:

14.0 The student shall be able to identify basic quantitative control techniques.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 14.1 Describe how the simulation and waiting-line theory may be used to solve business problems.
- 14.2 Explain basic quantitative techniques available for use in the control function.
- 14.3 Describe how PERT may be used to assist in both planning and controlling.

Unit 15. Managing Small Businesses

General Outcome:

15.0 The student shall be able to explain major problems of small businesses and how managers attempt to solve these problems.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 15.1 Define types of small businesses according to the classification standards established by the Small Business Administration (SBA).**
- 15.2 Identify the primary reasons for the high failure rates of small businesses.**
- 15.3 Describe how situational forces affect the management of small businesses.**
- 15.4 List major personality characteristics of the typical entrepreneur.**
- 15.5 Describe types of financial, procurement, and management assistance available to small businesses from the U.S. Small Business Administration.**

Unit 16. Managing the Multinational Enterprise

General Outcome:

16.0 The student shall be able to define the characteristics, problems, and benefits of multinational enterprises.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 16.1 Describe characteristics of the multinational enterprise.**
- 16.2 Explain the history and development of multi-nationals.**
- 16.3 Identify and describe the situational factors to be considered in managing multinationals.**
- 16.4 Explain the personnel problems encountered by multinationals.**

Unit 17. Corporate Social Responsibility and Business Ethics

General Outcome:

17.0 The student shall be able to describe how business influences society and the social responsibility of business.

Specific Learning Outcomes:

Upon successful completion of this unit, The student shall be able to:

- 17.1 Define what is meant by the "social responsibility of business."**
- 17.2 List various groups in society that affect a business firm.**
- 17.3 Describe the role of business in society.**
- 17.4 Explain the arguments "for" and "against" the acceptance of social responsibility by businesses.**
- 17.5 State the major federal legislation affecting social responsibility.**
- 17.6 Describe the current practices of some companies with regard to social responsibility.**
- 17.7 Explain the importance of business ethics and identify major factors affecting managerial ethics.**
- 17.8 Define ethics and provide examples of unethical practices.**
- 17.9 Describe and illustrate typical ethical dilemmas faced by managers.**