Business Technology Office Management – BMGT 1325
CRN 81345 – Summer 2012
Distance Education

Credit: 3
Course Length - 8 weeks
CRN: 81345
Instructor: Jerelean Boyd
Instructor Contact Information: Phone: 713-718-6490
Office location and hours: Central Campus, 1215 Holman, JDB Building, Room 200.
Time: 8:00am – 4:00PM
Please feel free to contact me concerning any problems that you are experiencing in this course. Students do not need to wait until you have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

Course Description
BMGT 1325 Systems, procedures, and practices related to organizing and planning office work, controlling employees’ performance, and exercising leadership skills

Course Description: HCC Catalog Description
BMGT 1325 Systems, procedures, and practices related to organizing and planning office work, controlling employees’ performance, and exercising leadership skills.

Prerequisites None

TEXTBOOK: Quible, Zane // Administrative Office Management
Prentice Hall, 2005
8th Edition
ISBN: 9780131245105

Academic Discipline/CTE Program Learning Outcomes
The student will be able to read, listen, speak and write proficiently.
The student will be able to apply keyboarding and document processing skills to specific office applications.
The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in work processing, spreadsheet, database, and presentations to manage information.
The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

Course Student Learning Outcomes Office Management Page 2
Students will demonstrate how to operate systems, procedures, and practices related to organizing and planning office work.
Students will analyze employee performance, demonstrate the ability to evaluate employees and perform basic managerial duties.
Students will exercise leadership skills via performance based projects.
Students will become cognizant of the need to manage offices in a professional manner.

Learning Objectives
Students will:
1. Get acquainted with the broad areas of administrative office management, including the managerial process, the organizing process, the communicating process, office layout, office environment, office equipment and furniture, selecting office employees, training office employees, supervising office employees, motivating office employees, appraising the performance of office employees, analyzing jobs of office employees, administering salaries of office employees, measuring output of office employees, improving productivity of office employees, systems analysis, telecommunications, word processing, spreadsheets, database functions, presentation software, computer technology, records management and micrographics, forms design and control, reprographics and mail services, quality and quantity control, and budgetary and cost control.
2. To assist students in forming a basic philosophy of administrative office management.
3. To give students an opportunity to observe actual offices in order to assess the degree to which various practices in these offices conform with accepted practices.
4. To give students exposure to administrative office managers.
5. To assist students in developing skills in managerial decision making.
6. To create with students a desire to choose administrative office management as a career.
7. Know the managerial process, the organizing process, and the communication process.
8. Know office layout, office environment and the office equipment and furniture.
9. Select office employee, develop office employee, supervise office employees, motivate office employee, perform appraisal, job analysis, job evaluation, salary administration, work measurement, and productivity.
10. Knowledgeable of systems analysis, computer technology, telecommunication technology, applications software, and records management and micrographics.
11. Knowledgeable of forms design and control, office reprographics and mail services, quality and quantity control, and budgetary and cost control.

SCANS or Core Curriculum Competencies
The Secretary’s Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the follow:
- Define the skills needed for employment
- Propose acceptable levels of proficiency
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation’s schools, businesses, and homes.
SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources** – An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.

2. **Interpersonal** – Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

3. **Information** – An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.

4. **Systems** – An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

5. **Interpersonal** – Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

6. **Information** – An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.

7. **Systems** – An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

8. **Technology** — the knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The three SCANS foundation skills identified by the Commission are the following:

1. **Basic Skills** — Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

2. **Thinking Skills** — Creative thinking, decision makes, problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.
3. **Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

**8 WEEK CALENDAR**

**WEEK ONE – PART ONE - Principles of Administrative Office Management**

Orientation  
Chapter – 1 The Managerial Process  
Chapter Project of your Choice  
Chapter Reading Assignment  
Chapter 2 - The Organizing Process  
Chapter Project of your Choice  
Chapter Reading Assignment

**WEEK TWO**

Chapter 3 – The Communication Process  
Chapter Project of your Choice  
Chapter Reading Assignment

Chapter 4 - Office Layout  
Chapter Project of your Choice  
Chapter Reading Assignment

- **PART TWO- Management of the Office Environment**  
Review of Chapters 1, 2, 3 (PART ONE)

**WEEK THREE**

Chapter 5 – Office Environment  
Chapter Project of your Choice  
Chapter Reading Assignment

Chapter 6 – Office Equipment and Furniture  
Chapter Project of your Choice  
Chapter Reading Assignment

Chapter 7 – Selecting Office Employees  
Chapter Project of your Choice  
Chapter Reading Assignment

**WEEK FOUR– PART THREE – MANAGEMENT OF OFFICE EMPLOYEES**

REVIEW OF CHAPTERS 4, 5, 6, 7 (PART TWO)

Chapter 8 – Developing Office Employees  
Chapter Project of your Choice
Chapter Reading Assignment

Chapter 9 - Supervising Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

Chapter 10 – Motivating Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

WEEK FIVE
Chapter 11 – Appraising Performance of Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

Review of Chapters 8, 9, 10, 11,

Chapter 12 – Analyzing Jobs of Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

Chapter 13 – Evaluating Jobs of Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

WEEK SIX

WEEK THIRTEEN
Chapter 14 – Administering Salaries of Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

Chapter 15 – Measuring Output of Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

Review of Chapters 12, 13, 14, 15 –

Chapter 16 – Improving Productivity of Office Employees
Chapter Project of your Choice
Chapter Reading Assignment

WEEK SEVEN

Chapter 21 – Records Management and Micrographics
Chapter Choice one topic in chapter to research
Chapter Reading Assignment

Chapter 24 – Quality and Quantity Control
Student Choose one topic in chapter to research
Chapter Reading Assignment

Chapter 25 – Budgetary and Cost Control
Student Choose one topic in chapter to research
Chapter Reading Assignment

FINAL EXAM

CHAPTERS 21, 24, 25
Instructional Methods
Media, Research, Internet

Student Assignments
Eagle Online

Instructor’s Requirements
Students are responsible for all assignments. Projects and field work schedule.

Note to Student
If students have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If student concerns are not resolved, students are encouraged to meet with my supervisor, Mr. Earl Smith, Department Chair, at 713-718-5404 or Room 110 San Jacinto Building, Central Campus.

Program/Discipline Requirements: if applicable
Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today’s dynamic work environment. Students in Cooperative Education must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

HCC Grading Scale
A = 100 – 90
B = 89 – 90
C = 79 – 70
D = 69 – 60
F = 50 and below

Instructional Materials
On-line

HCC Policy Statement-ADA
The Office of Students with Disabilities at HCC reminds students that they are required to request assistance from the ADA. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. To visit the ADA Web site, log on to www.hccs.edu, click Future students, scroll down the page and click on the words Disability Information. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college.

Office Management Page 8
HCC Policy Statements: Academic Honesty

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes: • Copying from another students’ test paper; • Using materials not authorized by the person giving the test; • Collaborating with another student during a test without authorization; • Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered; • Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Attendance: Students are expected to attend all classes and labs regularly. Students are responsible for [any and all] materials covered during their absences, and it is the student’s responsibility to consult with the professors for make-up assignments. A student may be dropped from a course for excessive absences in excess of 12.5% of the hours of instruction. For example: For a three-credit hour lecture, a student may be dropped after six hours of absence. HCCS professors cannot assign a “W” for any student after the official withdrawal date. “Administrative withdrawals are the discretion of the professor. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.

Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later: Under Section 51.907 of the Texas Education Code “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than SIX total course withdrawals throughout their educational career in obtaining a certificate and/or degree.

Course Withdrawals: Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or
depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Early Alert Program:** To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee:** The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**Test Bank**
None

**Scoring Rubrics**
Reviews 50%
Reading Assignments 30%
Projects 20%

**Assignments**
See Class Calendar

**Instruction Methods/Activities**
Research, Textbook, Internet

**Last day to Withdraw:** July 9, 2012
**Last day of Instruction:** July 24, 2012
**Final Exam:** July 24, 2012