



BMGT 1327 PRINCIPLES OF MANAGEMENT

Fall, Spring
8 Weeks

Distance Education

3 credit hours (3lecture)-48 hours per semester
SCANS Competencies Included



INSTRUCTOR

Mia D. Taylor, MBA

OFFICE LOCATION AND HOURS

Eagle Online Course eMail System

Eagle Online Course Learning Management System

Please feel free to contact me concerning any problems that you are experiencing in this course. Students do not need to wait until they 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 to discuss course topics. Office hours are available upon request.

COURSE LOCATION/TIME

Eagle Online Course Learning Management System

Distance Education



*Houston Community College System
Distance Education*

COURSE SEMESTER CREDIT HOURS (SCH) (LECTURE, LAB) IF APPLICABLE

Credit Hours: 3
Lecture Hours: 3
Laboratory Hours:
External Hours:

TOTAL COURSE CONTACT HOURS

48.00

COURSE LENGTH (NUMBER OF WEEKS)

8 Weeks

TYPE OF INSTRUCTION

Lecture

COURSE DESCRIPTION:

Concepts, terminology, principles, theories, and issues in the field of management.

Course Level: Introductory

End-of-Course Outcomes: Explain various theories, processes, and functions of management; apply theories to a business environment; identify leadership roles in organizations; and describe elements of the communication process.



COURSE PREREQUISITE(S)

Frequent Requisites

- ENGL 0300 or 0347
- LEAD 1370 or GUST 0342 (9th-11th Grade Reading)
- MATH 0306 (Basic Math Pre-Algebra)



**ACADEMIC DISCIPLINE/CTE PROGRAM
LEARNING OUTCOMES**



Program Learning Outcome

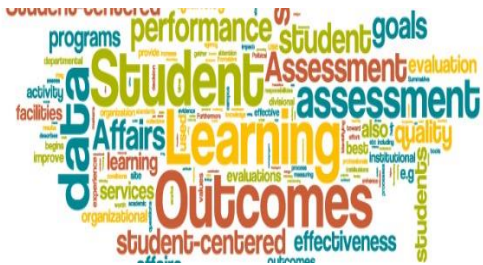
1. Identify essential management skills necessary for career success.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Examine the role of strategic human resource planning in support of organizational mission and objectives.
4. Describe the impact of corporate culture and atmosphere on employee behavior.

End-of-Course Outcomes: Identify management skills for a small business; outline issues related to choosing a business, obtaining a return on investment; and create a business plan.

**COURSE STUDENT LEARNING OUTCOMES
(SLO):**

Explain and apply the various theories, processes, and functions of management.

1. Identify roles of leadership in organizations; and
2. Recognize elements of the communication process.



LEARNING OBJECTIVES (NUMBERING SYSTEM SHOULD BE LINKED TO SLO - E.G., 1.1, 1.2, 1.3, ETC.)



1. To possess a well-grounded understanding of essential entrepreneurial business principals.
2. To develop an understanding of important business issues as they relate to new ventures.
3. To identify, appreciate, and assess the knowledge, attitudes, and skills of an entrepreneur.
4. To study and observe entrepreneurial settings and entrepreneurial role models through exposure to actual business settings and experience.
5. To have an expanded awareness of the resources available for creating a management plan and communicate a business concept.

The primary objective is to give the student an understanding of basic business principles. Global business, entrepreneurship, management, marketing, technology, and financial management will be discussed. Another purpose of this course is to provide an opportunity for the student to learn firsthand about investing through participation in a stock market game.

SCANS AND/OR CORE CURRICULUM COMPETENCIES: IF APPLICABLE

SCANS

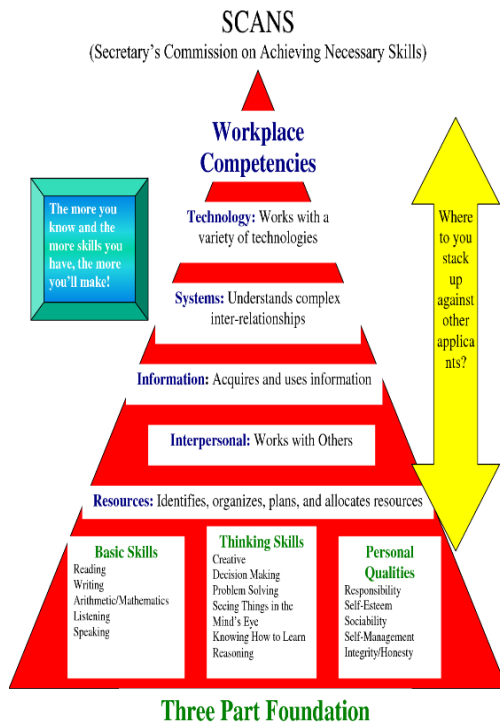
The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- 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



What you need to know to get a good paying job



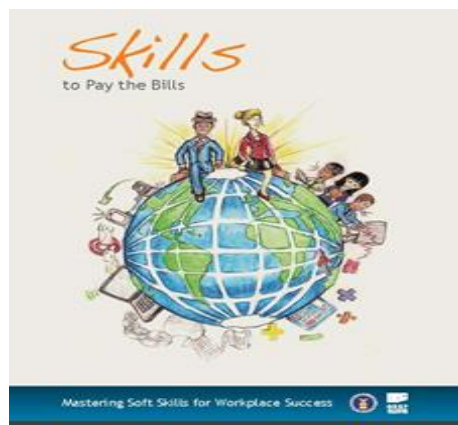
taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

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. **Technology** - The knowledge and skill to select equipment and tools, apply technology to the 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 project

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance



CRITICAL THINKING SKILLS

1 Knowledge	define fill in the blank list identify	label locate match memorize	name recall spell underline	state tell
	Who _____? What _____? Where _____? When _____?	_____? _____?	How _____? Describe _____? What is _____?	
2 Comprehension	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?	_____? _____?	What differences exist between _____? Can you write a brief outline?	
3 Application	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	_____? _____?	Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.	_____? _____?	How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict prioritiz produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	_____? _____?	What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?	_____? _____?	Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

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

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.

Thinking Skills - Creative thinking, decision-making, and 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.

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.

INSTRUCTIONAL METHODS



Distance (100%)

Hybrid (50% or more)
Web-enhanced(49%or less)
Face to Face

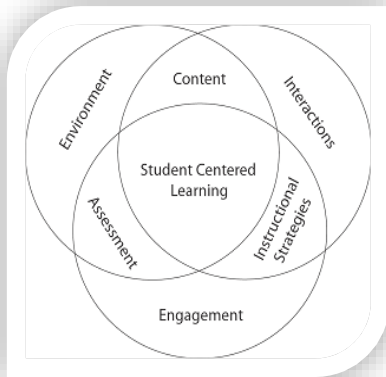
The Cone of Learning



Student Assignments

The assignments will incorporate to To understand importance of budgets, To understand aspects of common financial decisions, To understand elements of basic individual financial products, To be able to calculate fees, interests, premiums, and To be able to analyze financial products to assess viability of those products (such as insurance).

INSTRUCTOR'S REQUIREMENTS



As your Instructor, it is my responsibility to: As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning the subject, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to: As a student wanting to learn about the subject, it is the student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and actively participate by attending class.

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Midterm Exam / Final Exam
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Degree Plan

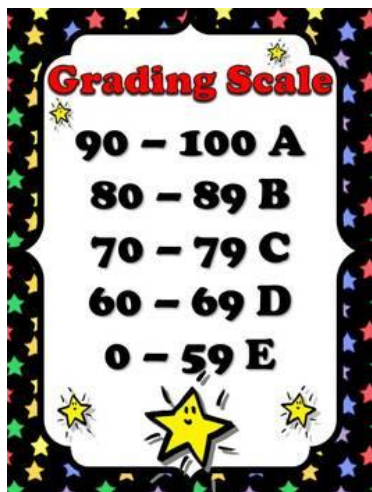
Students are encouraged to file a degree plan with a Counselor or the Business Administration Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Administration Department for information about filing a degree plan.

Virtual Career Center

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

HCC GRADING SCALE:



Letter Grade	Grade Point	Percentage
A	4.0	94 - 100%
A-	3.7	90 - 93%
B+	3.3	87 - 89%
B	3.0	83 - 86%
B-	2.7	80 - 83%
C+	2.3	77 - 79%
C	2.0	73 - 76%
C-	1.7	70 - 72%
D+	1.3	67 - 79%
D	1.0	60 - 66%
F	0.0	0 - 59%



INSTRUCTOR GRADING CRITERIA



A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
FX (Failure due to non-attendance)	0 points per semester hour
IP (In Progress) / W (Withdrawn)	0 points per semester hour
I (Incomplete) / AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

$$\text{GPA} = \frac{\text{Total Grade Point Earned}}{\text{*Total GPA units attempted}}$$

The following departmental grading system will be used to evaluate students' performances in this course: (See the **Weekly Course Schedule**).

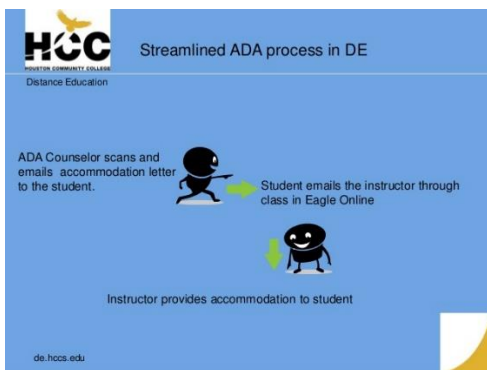
HCC POLICY STATEMENT:



HCC ADA STATEMENT (Services to Students with Disabilities)

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:



Disability Support Services Offices:

- ❖ System: 713.718.5165
- ❖ Central: 713.718.6164 also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.
- ❖ Northwest: 713.718.5422
- ❖ Northeast: 713.718.8420
- ❖ Southeast: 713.718.7218
- ❖ Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.





INTERNATIONAL STUDENTS

International Students are restricted to ONLY ONE online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.



ACCESS STUDENT SERVICES POLICIES ON THEIR WEB SITE:

Houston Community College Distance Education Student Services is dedicated to providing accessible, timely, and accurate counseling and advising services through the utilization of technological resources. We support all students enrolled in online courses by removing the barriers of location and time.

<http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/>



EGLS3 -- EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM



Evaluate your professors online
EGLS, (Evaluation for Greater Learning Student Survey System)
is HCC's new teacher evaluation survey.
For information on the EGLS, Survey go to:
www.hccs.edu/EGLS3

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Have questions - Call the HCC Help Desk at 713.718.8800 or email customer.support@hccs.edu

Note: Most courses are included in EGLS3. Some are not due to logistical reasons.

DISTANCE EDUCATION AND/OR CONTINUING EDUCATION POLICIES

ACCESS DE POLICIES



Houston Community College Distance Education Student Services is dedicated to providing accessible, timely, and accurate counseling and advising services through the utilization of technological resources. We support all students enrolled in online courses by removing the barriers of location and time.

<http://de.hccs.edu/media/houston-community-college/distance-education/student-services/DE-Student-Handbook1.pdf>



ACCESS CE POLICIES

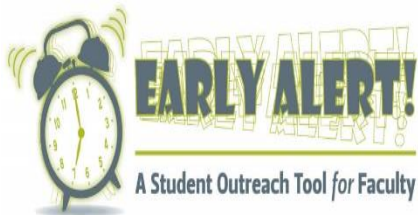


Welcome, the Houston Community College School of Continuing Education faculty and staff are committed to providing outstanding instruction and services to our community in areas such as: business, languages, technology, construction, transportation, public safety and health. We are proud of the expertise our faculty brings to the classroom. Whether changing careers or updating your skills, the School of Continuing Education can help you achieve your goals.

<http://www.hccs.edu/continuing-education/students/financialaid/continuing-education/>



HCC ATTENDANCE POLICY



ONLINE TUTORING

FREE TUTORS

NEED HELP?
HCC Tutors are here to assist!

QUESTIONS? PROBLEMS? We Can Help!

HERE'S HOW:
On campus: hccs.edu/findatutor
or
Online: hccs.askonline.net
Available 24/7

Earn A+, not disgrace

Regular use of HCC tutoring can
+ result in better grades
+ help you find the answers
+ improve your writing

Have Q's We Can Help to the Rescue

A white dove with its wings spread, flying towards the right.

Class Attendance

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

Early Alert

HCC has instituted an Early Alert process by which your professor may alert you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance. Early Alert is a program that provides timely intervention for at-risk students. It is important for you to become familiar with this system to ensure your students get the help they need to be successful. The resource links on this page explain the HCC Early Alert program and how to access them.



HCC provides free online tutoring in writing, math, science, and other subjects. How to access AskOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

To provide free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate for our students taking our classes.



ACADEMIC DISHONESTY

Plagiarism vs. Cheating



What is the difference?

CHEATING
IS A CHOICE,
NOT A MISTAKE.

iliketoquote.com

WHAT IS PLAGIARISM?

Deliberate Plagiarism

- Rewriting from books or articles
- copying & pasting from web pages and online sources to create a patchwork writing
- buying, downloading, or borrowing a paper

Accidental Plagiarism

- not knowing when & how to cite
- not knowing how to paraphrase or summarize
- not knowing what "common knowledge" is
- recycling an old paper



You are expected to be familiar with the Houston Community 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 student's 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 mean 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).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/decounseling/DE_student_handbook.htm).

Basic Standard of Conduct - According to its policy on student conduct, Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Accordingly, HCC has a duty and corollary disciplinary power to protect its educational purpose of setting standards of conduct and regulations of the use of district property. Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may

CLASSROOM BEHAVIOR



Before you speak:

THINK Get along
T = Is it True? **R** = respect others
H = Is it Helpful? **O** = ON TASK
I = Is it Inspiring? **U** = Use QUIET voices
N = Is it Necessary? **P** = PARTICIPATE
K = Is it Kind? **S** = Study IN YOUR GROUP!

interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars. An instructor may establish additional reasonable behavioral guidelines for his/her class. Any student failing to abide by appropriate standards of conduct during scheduled college activities may be required by the instructor or another college official to leave that day's class or activity.

Take responsibility for your education - Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course.

Come to class prepared – turn your work in on time - Complete assigned reading before coming to class. Make sure to bring common classroom supplies such as a pencil, paper, textbook, test materials, etc. along with completed homework. Students who attempt to complete their assigned homework in classroom at the last minute often earn lower grades and are more likely to miss deadlines.

Practice common courtesy - Remember that in college, as in every other area of life, politeness and respect count. Do not have private conversations with your neighbors during class. Turn off cell phones and beepers. The noise is distracting to other students. Respect all opinions. Others may have different ideas and opinions, they may ask questions that you perceive to be “stupid,” but they deserve the same level of respect from you as you wish from them.

Respect your instructor - Openly challenging the instructor's knowledge or authority in the classroom is improper. If you have differences with your instructor's information or teaching methods, you may want to discuss your issues with the instructor outside of the classroom in a non-confrontational manner.

NOTE TO STUDENT:



If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with **Mr. Frank Ortiz, Department Chair**, at 713-718-7228, Southeast College Workforce Education.



Have a concern, question, or suggestion?

PROGRAM/DISCIPLINE REQUIREMENTS:

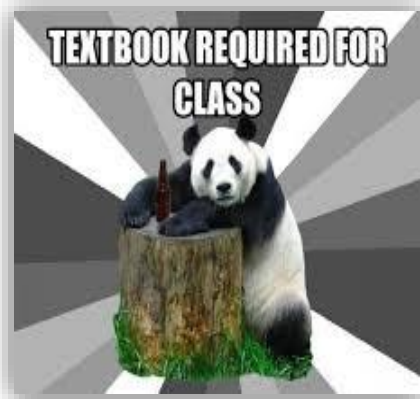
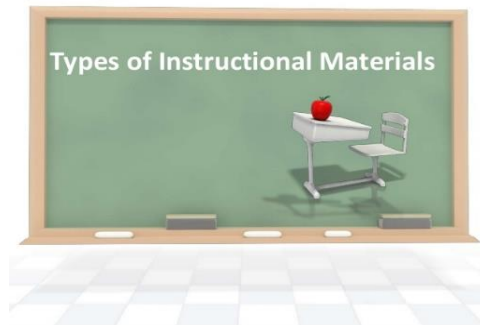


Business Administration is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Introduction to Business must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the business environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

M: Management, 3/e

Thomas S. Bateman, University of Virginia
Scott A. Snell, University of Virginia

INSTRUCTIONAL MATERIALS



ISBN: 007802952x
Copyright year: 2013



M: Management by Bateman/Snell is the fastest growing Principles of Management textbook on the market. Bateman/Snell is written from the ground up to be brief, lean, and flexible enough to enable you to cover just the topics you want at the level of depth you want, while still maintaining the integrity of the content. Plus, it does not inherit outdated examples from a hardback derivative. With market-leading teaching support and the most up to date content available, *M: Management* represents the best value available in the brief Principles of Management market. What sets Bateman/Snell apart? An unrivaled mixture student-focused current content and the best teaching support around



REQUIRED Management Plan
20% of your Final Grade



Management Plan Paper

Write a minimum of **10 pages (Title Page, ≥8 pages of content, Reference Page)** paper on a company's management practices. You may select a company you currently work for, have worked for in the past or one you research on the Internet. The paper should include the four primary management functions,

- 1. Planning**
- 2. Organizing**
- 3. Controlling**
- 4. Leading/Developing Employees**

You should also research and discuss if you agree or disagree with the way they handle the 4 functions. If you disagree, tell me what you would do different. The actual content of the paper should be at least 8 or more pages,(not to include graphs, pictures, or financial plans/statements), double-spaced in Times New Roman 12 Font. You must include a Title page and Reference page (more than 2 works cited from another source other than the textbook). Paper must have proper spelling, grammar, and formatting.

PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATE

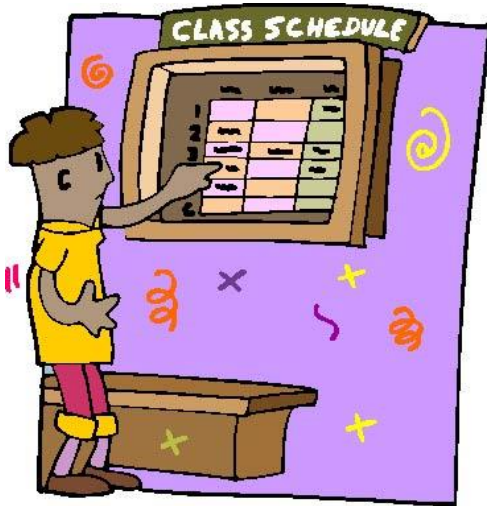
Student Evaluation



The following departmental grading system will be used to evaluate student's performance in this course:

Syllabus Quiz	5%
Participation	5%
Assignments	30%
Assessments	20%
Midterm	10%
Final	10%
Management Plan	20%
Total	100%

Weekly Schedule



Syllabus Changes

8 Week Schedule	
Week	Lecture & Assignment
1	Welcome to the Class Orientation & Syllabus
2	Part One: Introduction Chapter 1 Managing Effectively in a Changing World Chapter 2 The Evolution of Management Chapter 3 The Organizational Environment and Culture
3	Part Two: Planning Chapter 4 Ethics and Corporate Responsibility Chapter 5 Strategic Planning and Decision Making Chapter 6 Entrepreneurship
4	Part Three: Organizing Chapter 7 Organizing for Action Chapter 8 Managing Human Resources Chapter 9 Managing Diversity and Inclusion Midterm & Synopsis of Management Plan
5	Part Four: Leading Chapter 10 Leadership Chapter 11 Motivating People Chapter 12 Teamwork Chapter 13 Communicating
6	Part Five: Controlling Chapter 14 Managerial Control Chapter 15 Innovating and Changing
7	Management Plan
8	Final Exam

THE SYLLABUS IS SUBJECT TO CHANGE.

When changes occur the instructor will advise the students during class time.
It will be the student's responsibility to check with the instructor and/or check for announcements.



This is the end of the syllabus

