

**BA 250
PRINCIPLES OF
MANAGEMENT
3 Credit Hours**

**Updated October, 2009
All previous editions of this
syllabus are obsolete**

**Spalding University
Adult Accelerated Program (AAP)
School of Business
845 S. 3d Street
Louisville, KY 40203
502-585-7115**

The Accelerated Programs at Spalding University has designed this syllabus to suit the specific needs of adult learners pursuing a college degree.

This syllabus serves as a quality control device, ensuring that all courses are developed in adherence with our demanding curriculum standards. It also serves as a guide for the adult learner, identifying specific goals, objectives, and desired outcomes. Though the preparation for each component part is carefully outlined, the freedom for the faculty member to individualize the material is left intact.

It is the mission of Spalding University and the School of Business to fully integrate professional studies with the liberal arts core of the University curriculum – as represented by the University Studies requirements. These two areas are not separate – or even parallel. They are, in the best tradition of liberal studies, to be blended. It is anticipated that class discussions (and students' preparation for class) will include consideration of contexts in which technical procedures are developed and used. Therefore, throughout the course, emphasis will be placed on international and ethical dimensions of business, on the impact of business on the behavior of people, on the interdependence between organizations and the larger society, on cultural diversity, and on critical thinking and communication skills.

The Adult Accelerated Programs (AAP) continues the tradition at Spalding University of creatively responding to the educational needs of the professional men and women in the Greater Louisville area.

As you study this syllabus, we encourage you to make the most of the opportunities to expand your knowledge and understanding of this material.

CLASS CANCELATIONS

If a regularly scheduled class has to be canceled due to snow or other inclement weather, a message will be placed on the class cancellation line, 502-585-7102, by 3pm on weekdays and by 7am on the weekend.

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BA 250 Principles of Management

PROFESSOR INFORMATION/CLASS MEETING DAY AND TIME:

Betty Ross

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Office Hours: by appointment.

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Class Meeting Day & Time: Saturday, 8AM-12Noon Dec. 5th – Jan 23, 2010

COURSE DESCRIPTION

Principles of Management provide a basic understanding of the operational theory of management. This theory is linked with actual management practices of planning, organizing, leading, and controlling.

MATERIALS OF INSTRUCTION

Required Text: Griffin, R.W. (2008). *Fundamentals of management.* (5th ed). New York: Houghton Mifflin Company. ISBN: 0-618-91707-1.

COURSE OUTCOMES

At the conclusion of the course, students will be able to identify, and intelligently discuss, orally and in writing, the following points:

1. Understand the basic management principles of planning, organizing, leading, and controlling.
2. The role that managing people play in the success of the organization. Included here are positive human resource management, motivation and communications.
3. Improve student's ability to examine managerial issues and problems and to develop feasible alternatives that can result in better decision-making.
4. The ability to uncover variables or factors that result in problems and issues. The way variables fit together is an important insight into managing effectively.
5. Develop awareness of multiple approaches that can be used to resolve managerial issues and problems in becoming a practicing manager.
6. Understand the impact of the world economy in which business operates.
7. The nature of entrepreneurship.

8. **Organization structure and design.**
9. **Organizational change.**
10. **Leadership and influence processes**
11. **Managing groups and teams**
12. **Managing operations, quality, and productivity.**

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to do the following:

1. **Exhibit an understanding of management considerations and issues.**
2. **Demonstrate the ability to communicate effectively in acceptable and appropriate English, both in written and oral form.**
3. **Demonstrate positive human relations skills by using effective interpersonal and listening techniques within a group setting (team building), and/or preparing oral presentations.**
4. **Demonstrate time management skills by meeting deadlines and completing all assignments on time.**

It is the mission of Spalding University and the School of Business to fully integrate professional studies with the liberal arts core of the University curriculum – as represented by the Liberal Arts requirements. These two areas are not separate – or even parallel. They are, in the best tradition of liberal studies, to be blended. It is anticipated that class discussions (and students' preparation for class) will include consideration of contexts in which technical procedures are developed and used. The student will be introduced to and assisted to understand ethical challenges via critical, creative, and abstract thought; to understand how information technology impacts the manager and the worker; to research, understand, and discuss via individual and group presentations, the connections between and within the various disciplines outside of business; to provide the student with the personal, interpersonal, and group skills necessary to reduce the gap between good ideas and accepted practice; and to translate theory into practice as the student moves into the workplace. To do so, the student will be helped to develop freely, skills in such areas as teamwork, critical thinking, problem solving, communication, and adapting to change.

SPALDING UNIVERSITY MISSION STATEMENT

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in the spiritual values, with emphasis on service and the promotion of peace and justice.

SCHOOL OF BUSINESS MISSION STATEMENT

The Spalding University School of Business is a diverse community of learners dedicated to addressing societal and organizational needs of the times by preparing professionals through a quality business curriculum built on a liberal art foundation. These integrated courses of study are characterized by spiritual values, which include professional ethics and social responsibility, by recognition of the impact of cultural diversity, and by the promotion of peace and justice through service.

CONCEPTUAL FRAMEWORK

The presentations, assignments, and assessment processes in this course were designed to: meet the needs of diverse learners in a rapidly-changing world; enable students' success; emphasize performance assessment and continuous improvement guided by evaluation and reflection; and include and integrate the components of professional studies, research, and continuous assessment.

The School of Business believes that business professionals are leaders who seek challenge, enable others to achieve, and demonstrate dispositions that are important to success. To this end the instructor and the students are expected to be: knowing by demonstrating a continued devotion to acquiring new knowledge; reflective by analyzing experiences and observations for personal and professional growth; be creative by using open inquiry to develop innovative approaches to business success; caring by showing respect for self and others; ethical by acting in accord with professional code of ethics; and spiritual by acting on a belief that each human being has infinite value.

DISABILITIES/ADA REQUIREMENTS

Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. Students should provide written verification of the need for such accommodations from the Office of Student Development and Campus Life.

ACADEMIC POLICIES

The current University catalog and relevant College/School handbooks delineate pertinent academic policies, including academic and professional integrity. The catalog is available online at www.spalding.edu/catalog. Each student is responsible for compliance with these policies.

AAP PROGRAM ATTENDANCE POLICY

Student attendance at all class meetings is mandatory. No excuses are allowed for missing the first class in any term. A student who misses his or her first class meeting is dropped from the course. Any exception to this policy must be approved by the AAP Chair.

If an extreme emergency (e.g., a medical emergency, an accident, or a funeral) necessitates missing any subsequent meeting, the student is responsible for contacting his or her instructor as soon as possible to seek permission to make up assignment(s). The instructor has the right to refuse permission to make up a class.

Any student missing two class meetings (33.3% of the total class time) is required to withdraw from the class. If a student misses two class meetings, he or she must take the initiative to complete the withdrawal process prior to the fourth class meeting. No withdrawals or drops are allowed after the fourth class meeting. No tuition refund is given after the third class meeting.

COURSE WITHDRAWAL DATES AND FINANCIAL AID INFORMATION

The last date to drop an AAP class is before the first class meeting. The last date to withdraw from an AAP class is before the fourth class meeting. Specific withdrawal information is available from the office of the University Registrar.

Please be sure to contact your University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

SUGGESTED GRADING CRITERIA

The grading criteria is the prerogative of the facilitator, who may present an alternative grading procedure, in writing, the first night of class, as circumstances and experience dictate (for example, the addition of assignments, extra credit options, different weights for the assignments, etc.) Changes to the suggested grading criteria will be announced in **WORKSHOP ONE**; otherwise, the criteria presented in this module will be followed.

Assignments:

Paper	100 points	400 points
Executive Briefs	50 pts each	100 points
Mid-term Exam	100 pts	100 points
Final Exam	100 pts	100 points
Egg Drop Exercise	100 pts	<u>100 points</u>
TOTAL		800 points

A	736-800 points
B	640-735 points
C	560-639points
D	480-559points
F	479 and below

NOTES REGARDING ASSIGNMENTS AND WORKLOAD

This course consists of five, four-hour classes and one two hour class. (The last class can be longer than two hours – the instructor will announce changes at the first class) This highly accelerated pace requires students to take a great deal of responsibility for their learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students should expect a minimum of 15 to 20 hours per week of study, homework assignments, and/or group projects.

The intent of the assigned text readings is to provide students with analytical and conceptual skills, rather than merely mechanical application skills.

Written Assignments

An important component of this course is the completion of written assignments. The assignments, of varying types, may be both in-class and out-of-class. Expectations, scheduling, and kinds of assignments will be discussed in class one. All assignments must be turned in the date due. Late work will not be accepted.

POSSIBLE INDIVIDUAL ORAL PRESENTATIONS

Following is an explanation of two possible oral presentations. The facilitator will determine the project required for the course. The project will be an oral presentation, with appropriate visual aids to support the presentation, an outline for the facilitator, and handouts, as appropriate, for fellow students.

A. Individual Text Case Studies

Objective: To provide each student with the opportunity to deliver a professional presentation in an educational and supportive atmosphere.

Each student will present an oral presentation of a case study that is assigned by the facilitator at class one. Cases are located at the end of each chapter in the textbook. Each presentation will last at least 10 minutes but not more than 20 minutes. Grade will be based upon how well the information is presented, effective use of visual aids, overall professionalism of the presentation, and effective time management. Question and answer period is not part of the time limits. Make sure the case is introduced, the discussion is well thought out and rehearsed, and that there is an effective closing. The presentation should be professional and creative.

B Individual Skill Enhancement Exercises

Objective: To design a skill enhancement exercise to be used as a class assignment and possible transfer to actual work location.

Each student will prepare and present a Skill Enhancement Exercise (SEE) assigned by the facilitator at class one. Various exercises are located at the end of each chapter in the textbook. The exercise should include the following items:

- 1. An Introduction**
- 2. A Body**
- 3. A Closing**

The exercise presentation should last at least 10 minutes but not more than 15 minutes. This is to be a professional and creative presentation. Audio-visual aids, either overheads, flip charts, videos, slides, models, or mock-ups must be used. The grade will be based upon content, time management, and delivery style.

GROUP EGG DROP EXERCISE

Purpose: The Egg Drop Exercise is a team task and a skill builder that focuses on the open systems model and helps students develop the innovator role, including thinking and acting creatively.

Format: For this small group activity, each student will need the instructions and the list of materials (the groups must assemble the materials in advance of the scheduled task date). The instructor will ascertain that the sets of materials are all comparable to assure fairness in the task.

The task is to design a container that will enclose a raw egg and protect it from breaking when dropped in a free fall from a height of 15-20 feet. The egg and container must remain unbroken or the team will be disqualified. To build the container, the team may use only the materials listed below. The raw egg must not be altered in any way before it is placed into its container. The team must use all the materials in equal proportions.

The materials to be used in each of two egg drop exercises are:

Twenty-four (24) plastic straws, normal length, no flex straws.

Six (6) wooden pencils, normal # 2.

Twelve (12) wooden toothpicks.

Fifteen (15) feet of kite string.

Twelve (12) pipe cleaners, normal length

Twelve (12) paper clips, normal size.

Ten (10) sticks of chewing gum.

Three (3) rubber bands, normal size.

Fifteen (15) feet of 1" masking tape.

Three (3) paper napkins, normal size.

Six (6) wooden tongue depressors.

Three (3) index cards (3x5).

One (1) pair of scissors, to be used during the construction of container.

Two (2) raw eggs per drop.

During the 5th class, each team will have 30 minutes to develop and construct the container, in class. Construction time limit will be strictly enforced. After the 30 minutes, all teams will conduct a three to five minute PowerPoint, oral presentation, covering the following points:

The container's name

Its distinctive features and benefits for the customer

A marketing communication strategy for this new product.

The containers meaningful difference

Once all the presentations are completed, the teams and the instructor will go to a predetermined location, to drop the containers. This first presentation/egg drop exercise is worth up to 50 points. Up to 25 points for the oral presentation and 25 points if the egg and container do not break.

Second Egg Drop Exercise, During Class Six

During the 6th class, each team will again construct the container. Each team will have 35 minutes to construct and prepare the container for the drop. Containers cannot be constructed prior to class. Basically, the same rules apply as in Class Five. The raw egg will be inspected by the facilitator prior to being placed in the container. At the end of the 35-minute construction period, the facilitator will again locate a predetermined location to drop the containers. After each container is dropped, the container and the egg will be inspected to determine the condition of the egg and the container.

After Action PowerPoint Presentation: Following the second egg drop, the teams should be able to observe how they differ in creativity and problem solving. **Each team will prepare a second PowerPoint oral presentation and will address: the extent to which their creativity was enhanced or constrained by the restrictions that were imposed on the product design. The team will also address what they would do differently to be more successful in the future.** This second presentation should last 3-5 minutes. Construction time limit will be strictly enforced.

Total possible points for the second drop is 50 points. Twenty-five points for the drop and 25 points for the second presentation. All team members must be present for and participate in all aspects of the two egg drop exercises to be awarded any credit for this experiment.

To recap, points will be awarded as follows:

First drop	up to 25 points for 3-5 minute presentation
First drop	up to 25 points if egg does not break
Second drop	up to 25 points if egg does not break
Second drop	up to 25points for 3-5 minute after action presentation
Total possible points	<u>100 points</u>

ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS ONE (WORTH UP TO 100 POINTS)

1. Carefully read this course material, concentrating on the course and learning outcomes listed at the beginning of the module.
2. Read chapters 1, 2, & 3 in text. BE PREPARED TO DISCUSS AND APPLY the reading.
3. Spend some time thinking about how management relates to your personal and/or professional experience and goals.

CLASS ONE

OBJECTIVES

Upon successful completion of class one, students should be able to do the following:

1. Provide a course overview – goals, content, resources, expectations, and methods of evaluation.
2. Define the concept of management within an organizational context.
3. Describe how managers spend their time.
4. Describe the major influences on the development of management thought.
5. Describe the five major perspectives of management thought that have evolved over the years.
6. Describe and discuss the stakeholder view of management, corporate social responsibility, what forms a person's behavior, and discuss what is meant by whistleblowing.
7. Describe the international environment of management and the organization's culture.

8. **Describe and discuss the nature of strategic management, how to use the SWOT analysis, how to formulate a business-level strategy and a corporate-level strategy.**
9. **Understand and be able to describe the difference between tactical and operational planning.**

ACTIVITIES DURING CLASS ONE

1. **Introduction of instructor and students. Form student groups.**
2. **The instructor leads a discussion of course objectives, course requirements, and grading criteria.**
3. **Brief group meetings to discuss group projects.**
4. **Instructor explains Egg Drop Exercise and case study method of learning and how presentations will be evaluated.**
5. **Discussion of Effective Technical Skills, Diagnostic Skills, and Interpersonal Skills related to understanding the manager's job.**
6. **Discussion of Effective Time-Management Skills, Decision-Making Skills, and Communication Skills related to the environment of the organization.**
7. **Discussion of Effective Communication Skills, Decision-Making Skills, and Effective Conceptual Skills related to planning and strategic management.**
8. **Lecture/discussion of the evolution of management and contemporary management thought.**
9. **Lecture/discussion of the organization's environments, the ethical and social environment of management, and the international environment of management.**
10. **Lecture/discussion of the organization's culture.**

ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS TWO

- 1. Read Chapters 4, 5, 6, & 7 in the text. BE PREPARED TO DISCUSS AND APPLY the readings.**
- 2. Prepare First Executive Brief for turn-in. (worth up to 50 points)**

CLASS TWO

OBJECTIVES

Upon successful completion of class two, students should be able to do the following:

- 1. Define decision-making and discuss types of decisions and decision-making conditions.**
- 2. Discuss rational perspectives on decision-making, including the steps in decision-making.**
- 3. Describe the behavioral nature of decision-making.**
- 4. Discuss group and team decision-making.**
- 5. Discuss the nature of entrepreneurship.**
- 6. Describe the roles of entrepreneurs in society.**
- 7. Discuss the structural challenges unique to entrepreneurial firms.**
- 8. Identify the basic elements of organizations.**
- 9. Describe the bureaucratic perspective on organizational design.**
- 10. Describe the basic forms of organizational design that characterize many organizations.**
- 11. Describe the nature of organization change, including forces for change and planned versus reactive change.**
- 12. Discuss the steps in organization change, how to manage resistance to change, and major areas of organization change.**
- 13. Discuss the assumptions, techniques, and effectiveness of organization development.**

ACTIVITIES DURING CLASS TWO

- 1. Turn-in First Executive Brief for grading.**
- 2. Lecture/discussion of management decision-making.**
- 3. Lecture/discussion of entrepreneurship and new venture management.**
- 4. Lecture/discussion of organization structure and design.**
- 5. Lecture/discussion of organization change and innovation.**
- 6. Discussion of assignments completed prior to class two.**
- 7. Group meetings regarding Egg Drop.**
- 8. Explanation of Mid-term examination.**
- 9. Feedback from instructor.**

ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS THREE

- 1. Read Chapters 8, 9, 10, & 11. BE PREPARED TO DISCUSS AND APPLY the reading.**
- 2. Prepare (study) for mid-term evaluation (Chapters 1-7). (worth up to 100 points)**

Paper Due Week 3

CLASS THREE

OUTCOMES

Upon successful completion of class three, students should be able to:

- 1. Describe the environmental context of human resource management.**
- 2. Discuss how organizations attract human resources (HR), including HR planning, recruiting, and selecting.**
- 3. Describe how organizations develop HR, including training and development and performance appraisal.**
- 4. Discuss how organizations maintain HR, including the determination of compensation and benefits.**
- 5. Explain the nature of the individual-organization relationship.**

6. **Define personality and describe personality attributes.**
7. **Discuss individual attitudes in organizations.**
8. **Describe basic perceptual processes and the role of attributions in organizations.**
9. **Describe creativity and its role in organizations.**
10. **Characterize the nature of motivation, including its importance and basic historical perspectives.**
11. **Identify and describe the major content perspectives of motivation.**
12. **Describe reinforcement perspectives on motivation.**
13. **Describe the role of organizational reward systems in motivation.**
14. **Describe the nature of leadership and distinguish leadership and management.**
15. **Discuss and evaluate the trait approach to leadership.**
16. **Identify and describe the major situational approaches to leadership.**
17. **Identify and describe three related perspectives on leadership.**

ACTIVITIES DURING CLASS THREE

1. **Take mid-term evaluation (Chapters 1-7)**
2. **Discussion of assignments completed prior to class three.**
3. **Group meetings regarding Egg Drop.**
4. **Lecture/discussion of the elements of human resource management.**
5. **Lecture/discussion of understanding individuals in organizations.**
6. **Lecture/discussion of attitudes and individual behavior.**
7. **Lecture/discussion of stress and individual behavior.**
8. **Lecture/discussion of the elements of motivation.**
9. **Lecture/discussion of the elements of leadership.**

ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS FOUR

- 1. Read Chapters 12, 13, 14, & 15. BE PREPARED TO DISCUSS AND APPLY the readings.**
- 2. Prepare second Executive Brief for turn-in. (worth up to 50 points)**
- 3. Final group preparation for the first Egg Drop Exercise.**

CLASS FOUR

OBJECTIVES

Upon successful completion of class four, students should be able to do the following:

- 1. Describe the role and importance of communication in the manager's role.**
- 2. Identify the basic forms of communication in organizations.**
- 3. Describe electronic communication in organizations.**
- 4. Discuss informal communication, including its various forms and types.**
- 5. Identify and discuss four essential characteristics of groups and teams.**
- 6. Discuss interpersonal and inter-group conflict in organizations.**
- 7. Describe how organizations manage conflict.**
- 8. Explain the purpose of control, identify different types of control, and describe the steps in the control process.**
- 9. Describe budgets and other tools of financial control.**
- 10. Identify and distinguish between two opposing forms of structural control.**
- 11. Describe and explain the nature of operations management.**
- 12. Discuss organizational technologies and its role in operations management.**
- 13. Explain the meaning and importance of managing quality and total quality management.**

ACTIVITIES DURING CLASS FOUR

- 1. Turn-in second Executive Brief for grading.**
- 2. Final group preparation for First Egg Drop during the 5th class.**
- 3. Lecture/discussion of assignments completed prior to class four.**
- 4. Lecture/discussion of managing groups and teams.**
- 5. Lecture/discussion of managing the control process.**
- 6. Lecture/discussion of managing operations, quality, and productivity.**

ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS FIVE

- 1. Group preparation for first Egg Drop Exercise.**

CLASS FIVE

OBJECTIVES

Upon successful completion of class five, students should be able to do the following:

- 1. Discuss the future of management, including global implications.**
- 2. Provide the opportunity to deliver a professional presentation in an educational and supportive atmosphere.**
- 3. Develop, prepare, and execute the first Egg Drop exercise.**

ACTIVITIES DURING CLASS FIVE

- 1. Execute first Egg Drop Exercise. (worth up to 50 points)**
- 2. Oral presentation included with the Egg Drop exercise.**

ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS SIX

- 1. Study for final examination (Chapters 8-15) (worth up to 100 points).**
- 2. Final group preparation for second Egg Drop Exercise.**

ACTIVITIES DURING CLASS SIX

1. Complete final examination.
2. Complete second Egg Drop Exercise and after action report (worth up to 50 points)
3. Complete course evaluation forms.

COURSE PERFORMANCE CRITERIA

In general, the performance criteria or expectation for each letter grade can be spelled out as follows:

<u>Grade</u>	<u>Requirements</u>
A	<ol style="list-style-type: none">1. Demonstrate accurate and sophisticated understanding of readings and issues. Does more than repeat what the text says or what was said in class. Draws out additional important implications.2. Shows a critical stance toward opinions expressed in class or in the readings. The student expresses his or her own views articulately and defends them well.3. Shows originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.4. Expresses his or her ideas clearly. Papers contain very few grammatical or stylistic weaknesses.
B	Shows all the elements of "A" work, but with less accomplishment. there is still: accurate understanding of readings and issues with a demonstrated ability to do more than repeat the text; a critical stance with some effort, not always successful, to defend the stance; some attempt to find personal meaning, with at least hints of originality and creativity of thought; and very clear expression of thoughts and ideas.

- C**
- 1. Overall, demonstrates an accurate grasp of the readings and issues, but with some inaccuracy and without deeper sophistication and the ability to draw out additional implications.**
 - 3. Some attempt to take a critical stance, but with little effort or success in defending the stance.**
 - 3. Some attempt to find personal meaning.**
 - 4. Sufficient clarity of expression to communicate ideas, but stylistic or grammatical weaknesses create some difficulties.**
- D**
- 1. A genuine effort to understand has been made, with some demonstrated understanding of readings and issues, but with serious deficiencies.**
 - 2. Generally lacking in critical stance or in a defense of that stance.**
 - 3. The attempt to find personal meaning is either lacking or greatly hindered by difficulties in understanding.**
- F** **Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.**

DEFINITION OF GRADES

As they relate to mastery, each of the letter grades has the following meaning:

- A Exceptional or outstanding mastery**
- B Very good mastery**
- C Satisfactory or adequate mastery; the minimum of what was expected**
- D Some mastery, but generally inadequate and less than expected**
- F Virtually no demonstrated mastery**

This module is subject to changed.

Class Attendance Policy

Because of the nature of Accelerated Programs, it is vital that students attend each and every class. Further, it is expected that students arrive in a timely fashion. Course facilitators expect students to be in class and will lower grades if a student is absent. Missing one class will cause a full letter grade reduction to the final course grade. Missing the first class is an automatic drop from the class. Students must be present to earn credit for the Egg Drop Exercise.

If it is known before the start of a course that a class will be missed, the student should drop the course. Students should take the course when they can attend every class session.

In the case of family, personal, or medical emergency, students should notify the facilitator as soon as possible. This will permit the facilitator to make arrangements to help students complete the course work, if at all possible. If more than one class is missed, the course should be dropped.

Students who miss two or more class meetings of any Evening or Weekend course will not be allowed to continue in the course. Students should drop the course immediately after missing the second class. If the course is not dropped, the faculty member will assign an “F” for the course.

I, _____ (printed name) have read and understand the attendance policy of this class.

_____ (Signature)

Date: _____

Name _____

Date _____

1. **NAME OF ARTICLE:** Multi-project Control
2. **AUTHOR:** Robert A. Howell
3. **PUBLICATION:** Harvard Business Review, July 14, 2009
4. **SITUATION:** How can a manager best control several production and research & development (R&D) projects simultaneously when each may vary in duration, value, and technical complexity? A system was developed and refined in a large electronics corporation and has been implemented in two of its divisions.
5. **DISCUSSION:** Management wanted a system that encouraged project managers to assume a greater responsibility for the final results of their projects. Also, the system permitted management to set higher but realistic goals, and make better use of periodic formal reviews. The system was developed to eliminate surprises during the life of the project. It also permitted top executives to substitute for each other during the review of projects and decisions made that affected the work. Additionally, management desired a control system suited to directing a large variety of projects. To control the varied projects, management requires every project to have a written program plan prepared by project managers at the start of a project. The plan defines objectives, approach, and commitment being assumed by managers. The heart of the system is the Program Status Report (PSR). This report is used to determine which project requires special attention during a particular phase of the project. Every active project has a status report submitted each month to ensure milestones are met and schedules are being followed. Due to the implementation of this system, there has been a marked decrease of the percentage of projects not on schedule.
6. **CONCLUSIONS:** Because of this system being introduced, managers of multiple projects no longer feel intimidated. Also, they tend to accept full responsibility for the outcome of projects they are managing. Additionally, project managers are no longer in the dark as to what management wants to know about their projects, which leaves no doubt as to what is expected. Further, top management is able to review a large number of projects easily and direct attention towards those programs that are in need of help.

**EXAMPLE OF EXECUTIVE BRIEF
FOR FORMAT ONLY!**