

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

Proposal Title: Principles of Management

Sponsor(s): Dr. William Enslin Dept.: Administrative Studies

Dr. Robert Pritchard

Check one: Course Specialization Concentration Achievement Certificate

Minor Change Major Program
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate Graduate 3 Credit Hours

Step 1 (Department)

Approved 3/31/83
date

Not Approved

Robert Pritchard
Dept. CC Chairperson

Reviewed
date

M/S Pritchard 3/31/83
Chairperson, Dept.

Step 2 (Receipt)

SCC# 82-83-30

Proposal Received 3/31/83
date

Shirley A. O'Day
Chairperson, SCC

Step 3 (Division CC)

Reviewed 3/31/83
date

Approved

Not Approved

Comments:

Robert Pritchard
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Comments:

Reviewed 4-5-83
date

Shirley A. O'Day
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 4/22/83 Approved by Senate Curriculum Committee 4/29/83 (date)

Returned to sponsor(s) for the following reasons:

*Catalog description
more enhance section
Specific move under prerequisite*

Step 6 (Faculty Senate)

Presented to Faculty Senate (date):

Approved
 Not Approved

Notification to Vice-President Academic Affairs (date): 5/2/83

Shirley A. O'Day
Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Course received 5/4/03 (date)

Course approved Yes X No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 6/30/03 (date)

Signature _____
(Vice-President for Academic Affairs)

Registrar

Approved course description received _____ (date)

Hegis Taxonomy and Course Number assigned _____

Signature _____
(Registrar) _____ (Date)

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s),
Academic Dean(s), Registrar, Sponsor(s)

CATALOGUE DESCRIPTION

Principles of Management:

(Prerequisite: Junior Standing as a Business Major or Permission of Instructor)

Examines major concepts, theories and practices in management. Topics include theories of management, design of organizations, decision theory, measurement and control, and development of policy and strategy. Provides a domestic and international framework for analysis, decisions and actions. Integrates a variety of approaches to management.

Proposal to Establish
Principles of Management

1. Details

- A. Course Title: Principles of Management
- B. Primary Sponsor: Dr. William Enslin, Chair (Management)
Co-Sponsors: Dr. Raymond Barret, Coordinator (Public Administration)
Dr. Robert Pritchard, Chair (Accounting & Finance)
Mr. Bruce Bradway, Chair (Marketing)
Department: Business Administration
- C. Course Level: Undergraduate, Junior
Credit Hours: Three
- D. Curricular Effect: Major requirement - Replaces Introduction to management as a required course for all students majoring in Business Administration.
- E. Prerequisite: 60 credit hours/Junior standing
- F. Suggested Time and Scale of Implementation:
- To be implemented for the Freshmen entering in the 1983-84 class during academic year 1985-86.
 - To be required of entering Transfers commencing Fall 1985.
 - Students who have been admitted to the college prior to Fall 1983 and who have not yet completed Introduction to Management will be encouraged to take Principles of Management in lieu of Introduction to Management.
- G. Adequacy of the Present Staff Resources, Library Facilities and Needs Space Needs, and Any Other Additional Requirements For Implementation:
- All eight management faculty are competent to teach Principles of Management. By reducing the number of Introduction to Management sections, staff will be available to teach the Principles course.
- No new additional resources will be required to implement this change.
- H. Short-term Evaluations: This course has not yet been offered.

2. Rationale: A) Statements specifically indicating the proposal's merits and uniqueness in relation to the 1) goals of the college and 2) directions of the sponsoring division(s) and department(s)
B) Include 1) distinguishing characteristics especially when there is overlap with existing courses. 2) What is the appropriateness and significance of the course? C) How will this course enhance the curricular offerings of the college?

A) Proposals's merits and uniqueness in relation to

1) Goals of the College:

Insofar as the goal of the college is to foster high quality undergraduate education, the Administrative Studies Division's intent to realign its curriculum with AACSB standards (see A2 below) is a means to this goal. In addition, as a degree program outside the liberal arts and sciences, it is reasonable that major course requirements be taught in the junior and senior years.

2) Directions of the Administrative Studies Division/Department:

Since its inception in 1972, the faculty of the Administrative Studies Division/Department has agreed that it should work toward achieving standards governing accreditation of baccalaureate programs in business administration as set forth by the American Assembly of Collegiate Schools of Business (AACSB). Standards and guidelines of AACSB are designed to foster business education. They assess both qualitative and quantitative indicators including A) Objectives B) Admission of students C) Personnel resources D) Library and computer resources, facilities and services E) Financial resources, facilities and equipment F) Educational innovation and technology and G) Curriculum. With respect to curriculum, the 1982-83 Accreditation Council Policies, Procedures and Standards handbook states (p26):

The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society — domestic and worldwide. The curriculum shall be responsive to social, economic, and technological developments and shall reflect the application of evolving knowledge in economics and the behavioral and quantitative sciences. To facilitate the foregoing, the Accreditation Council encourages continuing development and appraisal of both new and existing curricula.

There is no intention that any single approach is required to satisfy the worldwide dimension of the Curriculum Standard, but every student should be exposed to the international dimension through one or more elements of the curriculum.

An undergraduate school of business should concentrate its professional courses in the last two years of a four-year program, and should offer only a limited amount of work below the junior year. The objective of this is to provide a foundation of work in those academic areas necessary for an appropriate combination of descriptive and analytical approaches to the study of business administration. Such foundation work would normally include courses in communications, mathematics, social sciences, humanities, and the natural sciences.



Examples of courses which might be offered at the lower division level are: principles of accounting, principles of economics, business law, statistics, and introduction to business. Examples of courses which should be offered only at the upper division level are: principles of finance, principles of management, and principles of marketing.

The following curricular decisions reflect the Administrative Studies Division's movement in this direction:

- From 1972 through 1977, both the Introduction to Marketing and Introduction to Finance carried a 200/sophomore level designation. In academic year 1978-79 these two courses were revised to become "Principles" courses and given a 300/junior level designation.
- The Administrative Studies Division has voted to retain 0506.101 Introduction to Management as a "service course" for students from other majors. Students majoring in Business Administration will not be permitted to take Introduction to Management for credit toward the major once the Principles course is being offered.

B1) Distinguishing characteristics in light of "overlap" with existing courses (i.e., 0506.101 Introduction to Management).

The new 300/junior level "Principles of Management" course will differ from Introduction to Management in the following ways:

- It will be more rigorous, taking into account the student's 2-year foundation of general education, quantitative, economic, accounting and legal course work. Topics will be addressed in greater depth since less time will be spent reviewing the foundation upon which they are based. As the author of the current Introductory Management text indicates in his foreword, "Almost all of management is a reflection of things found elsewhere"*
- It will focus more intensely on the technical side of enterprise since students will also take Organizational Behavior, which is concerned with the behavior and process of management of human resources. In this respect, it will deal with functions, structures systems and processes directed toward management of other organizational resources. This will be reflected in an increased emphasis on the topic of "production management" in both industrial and service environments.
- It will emphasize the complex environment of management and the variety of organizational responses. This allows more productive discussion of differences in management approaches with respect to profit vs non-profit settings, service vs industrial product orientation, domestic vs international/multinational concerns.

B.2) What is the appropriateness and significance of the course?

- a. In practice, the "management" function is performed at a higher, intermediate level of organizations after one has experienced and mastered the more basic knowledge and skills on which the firm or agency depends. Few of our students (the bulk of whom are traditional 18-19 year olds) have been exposed to either practical work experience or the study of basic business skills for sufficient length or in adequate depth to have engaged in the reflection necessary to assimilate a concept of technical and operational aspects of business. They lack facility with the language of business (accounting), familiarity with rational models of decision-making employed by consumers and producers (economics), awareness and respect for the formal constraints placed by society upon managerial action

*Raymond J. Barrett, Introduction to Management, 2nd ed. Standard Publishing Co., 1981).

(business law), as well as applied quantitative skill (mathematics and statistics) needed for analysis beyond a purely emotional level. This course will build upon and begin to integrate the student's emerging technical skills, in much the same way as the manager does with respect to the process of organizing and coordinating the work of the technical core of a business or service agency.

b. The literature on the learning process in higher education suggests that during the early college years the attention and personal motivation of the traditional student is directed toward establishing personal relationship, resolving control issues associated with "leaving home" in both an emotional and literal sense and in setting personal objectives which pave the way for more concrete career objectives. By waiting until his/her level of maturity "catches up" with the complexity of the concepts taught, the student will be able to process information and learn at a higher intellectual level. In terms of Bloom's hierarchy of educational objectives, this course will allow the material to be taught at levels above those for which we must now settle (knowledge and comprehension). It will aim for acquisition of the ability to deal with application of concepts to material already learned during the freshman and sophomore years and analysis of meaningful managerial problems and decision. This will form the bridge by which students will move on to more specialized coursework (personnel, finance, marketing, MIS or public administration) where teaching approaches and subjects encourage synthesis and evaluation.

c. How will the course enhance the curricular offerings of the college?

1. It will bring the business administration curriculum in line with standards for teaching the "common body of knowledge" set forth by national business educators through their primary academic association, the American Assembly of Collegiate Schools of Business. These standards allow both employers and graduate business schools to assess the quality of education received by students graduating from undergraduate business programs. In order to maintain a reputation that both attracts prospective students and facilitates their employment and admission to graduate study, we must assure adherence and demonstrate our intent to live up to these basic expectations.
2. It will allow us to serve non-majors more appropriately. Non-majors will now be able to enroll in a course, Introduction to Management, which is tailored to their more general interests in the field and does not assume they have taken or are taking concurrently other business subjects (hidden prerequisites).

3. Essence of the Course

a.) Objectives of the course in relation to student outcomes.
Statements of what a student is to learn as a result of
completing the course.

1. To develop an awareness of the contextual origins and structure of knowledge in the field of management:
 - a. to appreciate the diversity of theoretical approaches and the scholars/practitioners who have contributed to each;
 - b. to identify and trace the content and evolution of the component parts of the three major theoretical taxonomies: 1) social/organizational schools of thought, 2) technical/rational schools, and 3) integrative/systems and contingencies approaches;
 - c. to recognize how managerial function and activities derive from and relate to respective theoretical models;
2. To acquire an understanding of environmental conditions within which administrative decision-making is employed:
 - a. to distinguish between situations that permit programmed decisions and those situations that by their exceptional nature are unprogrammed and require design of unique managerial responses;
 - b. to identify alternative quantitative/programmed decision methodologies and to select appropriate ones for operational planning and control (procedural design);
 - c. to appreciate the relativity of uncertainty and risk and to acknowledge one's ability to increase certainty and reduce risk. This is a function of maturity and willingness to learn appropriate techniques for planning and control as well as one's skill and perserverance in applying them.
3. To distinguish between functional and general management and the administrative processes (planning, organizing and controlling) employed to transform knowledge and information gained from social inputs and organizational feedback into managerial outputs to obtain desired results:
 - a. to describe in detail each administrative process (planning, organizing and controlling) and the component activities contained within each;

- b. to analyze the organization's task environment and the locus of responsibility for undertaking transformational processes at appropriate levels;
- c. to describe the role played by employees and executives at other organizational levels in contributing feedback and participating with key managers in carrying out the managerial process;
- d. to understand how the three major processes are synthesized by the manager through action that responds to long- and short-range concerns and the resulting decision-making.

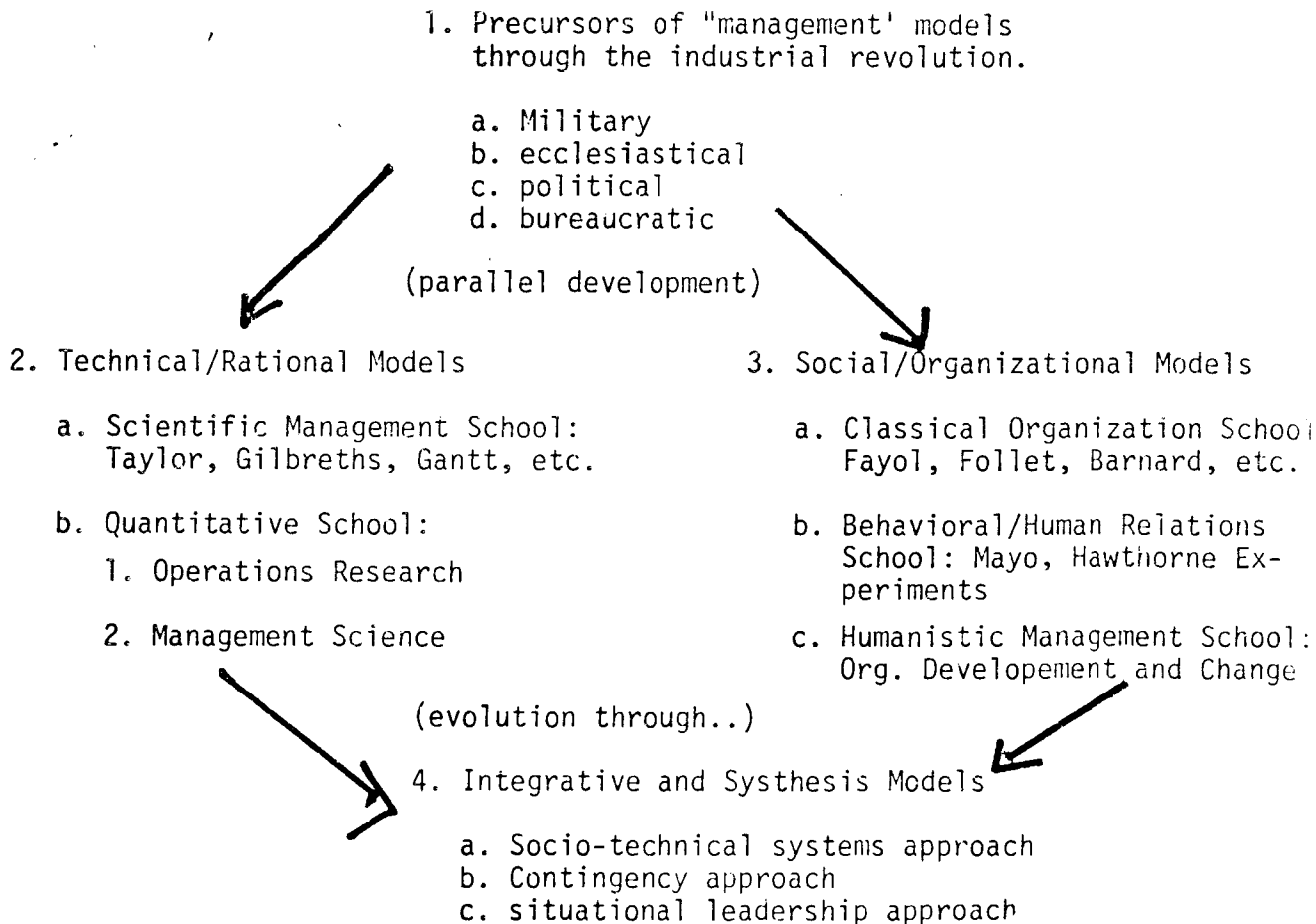
3.B) Topical Outline/Content:

See attached.

Topical Outline/Course Content

PRINCIPLES OF MANAGEMENT

- I. Management and organizational Paradigms and Theory: A structural framework for classifying and understanding models, concepts and approaches.
 - A. Management viewed as a paradigm: Theory as a systematic grouping of interrelated variables.
 - 1. Propositions explaining relationships
 - a. dependent and independent variables
 - b. quantitative causal models
 - c. qualitative concepts
 - d. functional propositions
 - 2. Nature of Principles: distinctions between....
 - a. descriptive
 - b. normative
 - c. prescriptive
 - B. Schools of management through and their exponents.



II. Decision-making as a generic function: putting management theory into action:

A. Conditions governing decision-making

1. Uncertainty, ambiguity, risk
2. Certainty, clarity, security

B. Types of decisions

1. Programmed
2. Non-programmed

C. Decision Processes

1. Qualitative criteria for evaluation

- a. Legitimacy
- b. Effectiveness

2. Quantitative Criteria for evaluating efficiency: management science

- a. Forecasts of the environment
- b. Models for operational planning and control

III. Relationships among functions:

A. Types of management functions

1. functional management: finance, accounting, marketing, personnel
2. general management

B. Hierarchy of managerial responsibility:

Level of Organization	<u>Input/Environment</u> Knowledge & Information	<u>Transformation</u> Key process/function	<u>Output & Feedback</u>
1. Institutional Executive	Culture Politics Law	Normative Planning	Mission Objectives Strategy Policies
2. Managerial Strategic	Economic	Organizing/Coordinating	Programs Budgets Procedures
3. Operational Technical	Technology Skills	Control	Production Performance

IV. Planning

- A. Institutional/Executive/Normative Planning (1 to 10 years)
 - 1) Nature of Information
 - a) International, National Culture & Values
 - b) Political Systems
 - c) Law and the Regulatory Climate
 - 2) Analytical Tools
 - a) Trend Analysis
 - b) Scenario Construction and Opportunities
 - 3) Responses
 - a) Mission Statements
 - b) Objectives
 - c) Strategy
- B. Managerial/Strategic Planning (6 months to 2 years)
 - 1) Nature of Knowledge & Information: Economic
 - a) Strategic Reserves of Raw Materials
 - b) Technology Development
 - c) Manpower
 - d) Financial Markets & Inflation
 - e) Consumer Demand
 - 2) Analytical Tools: Forecasts
 - a) Pay Off Matrix
 - b) Decision Tries
 - c) Simulation and Gaming
 - 3) Responses
 - a) Manpower Development
 - b) Capital Budgeting
- C. Operational/Technical Planning (1 week to 1 year)
 - 1) Nature of Knowledge and Information
 - a) Suppliers of Materials & Equipment & Transportation

- b) Inventory
- c) Material Management
- d) Computer Assisted Design

V. Organizing

A. Institutional/Executive/Normative Organization

- 1. Mechanistic vs Organic Models
- 2. Contingence Design
 - a. Vertical and horizontal integration
 - 1. Conglomerates
 - 2. Subsidiaries
 - b. Mergers and acquisitions
 - c. Multinational vs domestic organization

B. Managerial/Strategic Organization

- 1. Differentiation and Coordination
 - a. Basic Structural Forms: Departmentation
 - 1) Functional
 - 2) Product/Service
 - 3) Geographic/Location
 - 4) Customer/Client
 - b. Centralization/Decentralization
 - c. Line/Staff
 - d. Coordination Mechanisms
 - 1) Meetings
 - 2) MIS
 - 3) Liaison
 - 4) Teams/Matrix
 - 5) PERT: Program Evaluation and Review Technique
 - CPM : Critical Path Method
- 2. Stratification and Integration
 - a) Basic Structural Forms: Tall vs Short hierarchy and Delegation

- b) Integrating Mechanism
 - 1) Hierarchy/Chain of Command
 - 2) Policies, Rules, Procedures
 - 3) MIS

C. Operational/Technical Organization

- a) Technology and Services
 - 1) Layout Formats
 - 2) Process Flow charting/Gantt Chart
 - 3) Queing Theory
- b) People: Job Design
- c) Materials Management
 - 1) Purchasing Function
 - 2) Vendor Selection

VI. Control

A. Institutional/Executive/Normative Control

- 1) Corporate Culture and Values
- 2) Research and Development Orientation
- 3) Ethics
- 4) Corporate Social Responsibility: The Social Audit
- 5) Policy

B. Managerial/Strategic Control

- 1) Basic Components
 - a) OBJECTIVES
 - b) STANDARDS
- 2) Tools
 - a) Budgets
 - b) Procedures
 - c) Evaluation/Reward Systems

C. Operational/Technical Control

- 1) Technology
 - a) Computer Assisted Manufacturing
 - b) Quality Control
 - 1) Feedforward/Feedback
 - 2) Sampling
- 2) Materials and Finished Goods Inventory Control
- 3) Financial Control
 - a) Audits
 - b) Cash Management
- 4) Human Resources Control Problems and Responses
 - a) Human Error and Quality Circles
 - b) Absenteeism and Employee Assistance Programs
 - c) Employee Theft

Methods of Evaluation

Student learning will be assessed through several hourly examinations which emphasize essay - style questions. It is expected that no more than one-third of the examination will be comprised of objective questions. In addition, student participation in class discussion and completion of case studies prepared individually or by small groups will comprise up to one-third of the students final grade.

4. Results of Consultation: No written consultations. Phone conversations were conducted with the following institutions and individuals. The most important aspect of the consultancies involved the level at which the course is offered. The results are shown in the right hand column. Six of the 12 colleges offering undergraduate business programs teach Principles of Management or its equivalent at the Junior level.

<u>Name of Contact</u>	<u>College</u>	<u>Recommended Level For Principles</u>
Dr. Andrew Taaffe	Montclair State	Junior
Prof. DiMatteo	Stockton State	Junior
Catalogue	Rider College	Junior
Prof. Dorene Tango	Seton Hall College	Junior
Dr. Singh	Trenton State	Junior
Dr. Marcel Fallop	Kean College	Junior
Dr. Egan	Jersey City State	Sophomore
Prof. Parthasorthy	William Patterson	Sophomore
Ms. Agnes Richie	Ramapo State	Sophomore
Mr. James Gaffney	Rutgers Univ. (Camden)	Sophomore
Prof. Levin	Upsala College	Sophomore
Dr. Robert Small	Farleigh Dickinson	Freshman