

**THE UNIVERSITY OF HONG KONG**  
**FACULTY OF BUSINESS AND ECONOMICS**  
**School of Business**

**BUSI1007 Principles of Management**

**Course Information**

**Instructor:** Dr. Tracy Zhou

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**Textbook:** *Robbins, S.P. & Coulter, M., Management, Prentice-Hall (10<sup>th</sup> Edition).*

**Course Description**

This course introduces the basic topics of management and provides the students with an understanding of what the job of a manager involves. The course also serves to give students the fundamental knowledge needed to understand some business concepts taught in other advanced business courses. In addition to covering the basic theoretical concepts, the course also allows the students to have some hands-on practice as an effective manager.

**Course Objectives**

1. Cover the basic concepts of management
2. Identify the key competencies needed to be an effective manager
3. Provide the students with the capability to apply theoretical knowledge in simulated and real-life settings
4. Develop the students' ability to work in teams

**Intended Learning Outcomes**

By the end of the course, students should be able to:

- 1a. Demonstrate critical thinking when presented with managerial problems
- 1b. Express their views and opinions on managerial issues in an articulate way
- 1c. Understand the major internal features of a business system and the global environment in which it operates
- 2a. Identify and explain the importance of the management process
- 2b. Identify some of the key skills required for the contemporary management practice
- 2c. Explain what motivates employees and how to be an effective leader.
- 2d. Develop cross cultural awareness and understand the importance of diversity
3. Conduct topic and case analysis to apply theoretical concepts
4. Prepare and present structured presentations and reports

## Alignment of Program and Course Outcomes

Learning outcomes	PLO's
1a. Demonstrate critical thinking 1c. Understand the major internal features of a business system 2a. Identify and explain the importance of the management process 2b. Identify some of the key management skills	1. Acquisition and internalization of knowledge of major business disciplines
1b. Express their views and opinions in an articulate way 3. Conduct topic and case analysis to apply theoretical concepts 4. Prepare and present structured presentations and reports	2. Application and integration of knowledge
2c. Explain motivation and how to be an effective leader. 4. Prepare and present structured presentations and reports	3. Inculcating professionalism and leadership
1c. Understand the global environment in which business operates 2d. Develop cross cultural awareness and understand the importance of diversity	4. Developing global outlook
3. Conduct topic and case analysis to apply theoretical concepts 4. Prepare and present structured presentations and reports	5. Mastering communication skills

## Teaching and Learning Activities

Class format is a combination of short lectures, discussions and activities. In other words, do not expect to just come and take notes. You have to actively participate in the class discussions and activities.


There will be two group projects. For the first one, you will form groups (6 to 7 people). Each group is responsible to present once during the semester. The topics for your presentation are listed on the third page (first-come-first-serve). Your presentation should be about 30 minutes and then you have to lead a class discussion (10 minutes), either based on comments on your presentation, or on some discussion questions related to your presentation. You will then sum everything up at the end after incorporating the ideas, arguments and suggestions from the rest of the class (5 minutes). You will be evaluated on all 3 parts of your presentation.

For, the second group project, students will be randomly assigned into study groups (4-5 people per group) to complete a set of group exercises (TBA) throughout the semester. These exercises will be conducted in three phases and you are expected to raise research topics, lay out assumptions, create study designs, and apply theories. By the end of the semester, each group needs to consolidate these group activities into a term paper.

## Academic Conduct

Any form of cheating (plagiarism, unauthorized collaboration with individuals outside of the class, unauthorized advance access to examination materials, and cheating during in-class exams) is not tolerated. The University Regulations on academic dishonesty will be strictly enforced.

## Assessment

Learning outcome	Teaching & learning activity	Assessment
<b>1a)</b> Critical thinking <b>1b)</b> Expressing opinions on key managerial issues <b>1c)</b> Understand the business system and the environment	<ul style="list-style-type: none"> <li>- In-class activities</li> <li>- Group term paper</li> <li>- Group presentation</li> </ul>	 <p>End-of-Term Test 30% (60 multiple-choice questions)</p> <p>Group Term Paper 30%</p> <p>Group Presentation 20%</p> <p>In-class Activities 20% * (Class Participation: Indi. 8%; Group exercise 12%)</p> <p>(see below for more detailed descriptions of these components)</p>
<b>2a)</b> Understanding management processes <b>2b)</b> Identifying key managerial competences <b>2d)</b> Cultural awareness and diversity	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group term paper</li> <li>- Group presentation</li> <li>- In-class activities</li> </ul>	
<b>3)</b> Conducting topic study & case analyses	<ul style="list-style-type: none"> <li>- Group term paper</li> <li>- Group presentation</li> <li>- In-class activities</li> </ul>	
<b>4)</b> Effective oral and written presentations	<ul style="list-style-type: none"> <li>- Group term paper</li> <li>- Group presentation</li> <li>- In-class activities</li> </ul>	

\*Please note that class participation forms an integral part of your assessment. You are encouraged to actively participate in all classroom discussions and activities.

Class participation points are *at the discretion* of the instructor and are not subject to debate, bargaining or appeal. Absences, excessive tardiness, or leaving early may hurt your individual participation grade. In addition to contributing to class discussion, please also try to contribute to the group projects (presentation, group exercises, and term paper) as much as you can. In fact, a peer evaluation will be conducted at the end of the semester, so that you will have a chance to evaluate each of your group-mate's performance and contribution to the group. Ratings of you and comments from your peers will be taken into account when determining your final grade.

## Standards for Assessment

Regarding the end-of-term test, students need to truly understand and discern the nature of the all key management concepts and theories taught in order to be able to answer the questions well. With respect to the group term paper and presentation, both the content and the presentation styles are the key criteria for assessments. An outstanding oral or written presentation should be interesting, cohesive, inspiring, adhering to the topic assigned, and articulated in an easily understood manner. Finally, the assessment of participation is a combination of both subjective evaluations by the lecturer and objective records of the written activities you have participated in. In order to do well on this component, students should not only have high attendance but also participate actively when opportunities arise. *Please see attached standards for detailed information (Pages 6 & 7).*

## Class Schedule

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Week	Date	Topic	Reading
1/2	Sept 1-6	Introduction to Management and Organizations	Ch. 1
3	Sept 8-13	Management History	Ch. 2
4	Sept 15-20	Planning: Strategic Management	Ch. 8
5	Sept 22-27	Planning: Decision Making	Ch. 6
6	Sept 29-Oct 4	Organizational Culture & the Environment	Ch. 3
7	Oct 6-11	Organizing: Organizational Structure & Design	Ch. 9
8		<b>Reading Week – No class</b>	
9	Oct 13-25	Organizing: Managing Change	Ch. 12
10/12	Oct 27-Nov 8	Leading: Understanding Behavior	Ch. 13
12/13	Nov 8-19	Leading: Motivating Employees	Ch. 15
13/14	Nov 22-29	Leading: Leadership	Ch. 16

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## Group Presentation Topics

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Week	Date	Presentation Topic
3	Sept 8-13	<b>Whole class:</b> Group formation and exercise
4	Sept 15-20	<b>Whole class:</b> How do you distinguish an “art” from a “science”? Is management an “art” or a “science”?
5	Sept 22-27	<b>Gp 1:</b> The use of groups and teams has become very popular in today’s organizations. How different is individual decision making from group or team decision making? Under what conditions would you expect group or team decision making to be preferable to individual decision making, and vice versa? Why?
6	Sept 29-Oct 4	<b>Gp 2:</b> Choose an organization that you know well. Provide examples of stories, symbols, language, and rituals that capture the essence of the organization’s culture. Why should managers shape and change the organization’s culture? How to do so?
7	Oct 6-11	<b>Gp 3:</b> Find a manager and identify the kind of organizational structure that his or her organization uses to coordinate its people and resources. Why is the organization using that

structure? Think of a different structure that may be equally appropriate for this organization and explain your choice.

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### Reading Week – No class

9

Oct 13-25

**Gp 4:** Management effectiveness is often about making proper changes. Interview a company about a change effort. What issues were involved? What problems were encountered? What have the leaders and followers done respectively? What was the outcome of the change process?

10/12

Oct 27-Nov 8

**Gp 5:** People tend to use shortcuts to judge others. What are possible consequences? What problems may this tendency present to managers who are leading diverse groups (e.g., members are from different sex, age, and cultural groups)? What can be done to resolve these problems?

12/13

Nov 8-19

**Gp 6:** Due to the financial crisis, many organizations are downsizing and laying off their employees. What are the possible negative reactions that the remaining employees may have? What can managers do to minimize the negative effects of downsizing and maintain these employees' job motivation?

13/14

Nov 22-29

**Gp 7:** Rudolph Giuliani proposes that good leaders should surround themselves with great people (i.e. having great people to work for you). Others are against the idea for fear that great people might overtake and replace you in the end. What do you think?

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- Note that these topics are the topic being covered for the week. These topics are intended more for you to think and try to apply the textbook concepts in particular situations, rather than for you to conduct research on the web.

### Group Term Paper

Now that you have learned a lot of the basic management theories and concepts, it is time to see how you can apply them in the real world. This assignment project requires you to review and analyze a current affair to which course concepts can be applied. In order to encourage the coverage of a wider variety of topics, you have to submit your topic by the end of the first phase (around week 5) and no more than 2 groups are allowed to work on the same topic. In other words, you need to get approval from your instructor beforehand. So please submit your topic for approval as soon as your group has made a decision in order to secure your topic.

Your paper should NOT be longer than 12 pages (12-point font and double-spaced). It is due on or before **Nov. 30th (5:00 p.m.)**. No late assignments will be accepted. **More detailed instructions will be given in class.**

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The information contained in this syllabus is subject to change and any changes made to this syllabus will be announced in class.

## Standards for assessment – Oral presentation

Grade	<b>Depth and breadth of Coverage, critical elements, structure, language and conventions</b>
<b>A</b> High Distinction 80 - 100%	The presentation was highly successful at communicating the essential elements of the topic to the audience. Concepts were thoroughly explained and clarified. The presentation demonstrated deep understanding on comprehension of the topic. There was clear evidence of independent thought and reflection on the topic. The topic was covered in a highly professional and organized manner. The presenter displayed excellent verbal skills and delivered a highly interesting, coherent presentation at an appropriate level for the audience
<b>B</b> Distinction 70% - 79%	The presentation was successful at communicating the essential elements of the topic to the audience. Most concepts were well explained and clarified. The presentation demonstrated sound understanding and comprehension of most aspects of the topic. The topic was covered in a professional and organized manner. The presenter displayed good verbal skills and mostly delivered an interesting, coherent presentation at an appropriate level for the audience.
<b>C</b> Credit Pass 60% - 69%	The presentation adequately communicated most of the essential elements of the topic to the audience. Most concepts were adequately explained. The presentation demonstrated good understanding and comprehension of most aspects of the topic. The topic was covered in an organized manner. The presenter displayed adequate verbal skills and mostly delivered a coherent presentation at an appropriate level for the audience.
<b>D</b> Pass 50% - 59%	The presentation basically covered the main aspects of the topic. The presentation demonstrated basic understanding and comprehension of most of the topic. The topic was covered in a basic manner. The presenter displayed minimal standards of verbal skills and or coherence an organization.
<b>E/F</b> Fail <50%	The presentation was poorly addresses and or concepts were inadequately explained. The presentation did not demonstrate sufficient understanding an comprehension of the topic The topic was not covered acceptably and or was poorly organized Verbal skills were inadequate.

## Standards for assessment - Written argument

Grade	<b>Depth and breadth of Coverage, critical elements, structure, language and conventions</b>
<b>A</b> High Distinction 80 - 100%	All aspects were addressed and researched in great depth. Demonstrates a clear understanding of and the ability to apply and theory, concepts and issues relating to the topic. Able to clearly identify the most critical aspects of the task and adopt a critical perspective. Excellent development of argument and offers a logically consistent and well-articulated analysis and insight into the subject. Draws widely from the academic literature and elsewhere whilst maintaining relevance All aspects conform to a high academic / professional standard
<b>B</b> Distinction 70% - 79%	Most aspects were addressed and researched in depth. Demonstrates a good understanding and some application of the theory and issues relating to the topic. Able to identify critical aspects of the task and adopt a critical perspective. Some evidence of analysis, supported by logical argument and insight into the subject. Draws on relevant academic and other material. Most aspects conform to a high academic / professional standard.
<b>C</b> Credit Pass 60% - 69%	Most aspects were addressed and researched adequately. Demonstrates a good understanding of the theory, concepts and issues relating to the topic but limited application relating to the topic. Some argument presented showing some insight but not always consistent and logical. Draws upon an adequate range of academic and other material Most aspects conform to an acceptable academic / professional standard.
<b>D</b> Pass 50% - 59%	Basic aspects were addressed and researched adequately. Demonstrates mainly description, showing basic understanding of the topic but no application. Little evidence of analysis but no clear and logical argument relating to the subject. Draws primarily upon course materials. Limited aspects conform to academic / professional standards.
<b>E/F</b> Fail <50%	Basic aspects were superficial, inadequate or absent. Demonstrates limited understanding of the topic and draws conclusions unrelated to the topic. The written work is not of an academic / professional standard.