Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Revised October 2013

06/1439 Hijri

Course Specification

For Guidance on the completion of this template, please refer to Handbook 2of Internal Quality Assurance Arrangements

Institution	Al-Baha University, KSA
College/Department:	College of Business Administration (CBA)

A Course Identification and General Information

1. Course title and code: Principles of Management
Course Code: 16011102
2. Credit hours: 3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Business Administration
4. Name of faculty member responsible for the course Dr. Faycel Daly
5. Level/year at which this course is offered: 1st year/ 2nd Semester
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus TBA

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
This course is a general introduction to the functions of management: planning, organizing, leading, and controlling. Other areas of consideration are organisations theories, micro and macro environments of the organisation, communication, motivation, dealing with change, decision making, quantitative tools, and production. business accounting as an information development and communication function that supports economic-decision making. Contemporary management issues are also treated during the lectures.
2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)
A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Course Introduction; <u>Managing in organizations</u> Meaning of management – managing to added value to recourses - specialization between areas of management – influencing through the process and tasks of management.	1	3
<u>Theories of Management.</u> The competing values framework – Rational goal models - internal process models – human relations models – open system models.	2	6

The environment of management. Macro and micro environments General environment- The PESTEL Analysis	2	6
Planning. Purposes of planning – process of planning – Decision making. - Introduction – stages in making decisions	2	6
Organizing Designing a structure – grouping jobs into functions and divisions , matrices, teams and networks.	2	6
Leading Purposes, targets and outcomes – using personal and positional power – communication process - working in teams – types of teams – stages of team development	2	6
Controlling Introduction – meaning and controlling process	2	6
Contemporary issues in management. TPS - MIS DSS. E- Commerce E- business . ERP. – CRM -	2	6

2 Course components (total contact hours per semester):			
Lecture: Varies	Tutorial: Varies	Practical/Fieldwork/Internship: None	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) 4-6

<table>
<tr><td></td></tr>
</table>

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skills the course is intended to develop;

- A description of the teaching strategies to be used in the course to develop that knowledge or skills;

- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of the course the student will be able to identify what managers do and describe the evolution of management theory; describe the manager's changing work environment and responsibilities both domestically and globally; summarize the challenges of the planning function, explain the elements of strategic planning, and describe how managers make decisions; explain the challenges of organizing a firm, building an effective workforce, and how managers address organizational change; understand the factors that influence a manager's ability to lead, motivate, and communicate with employees as individuals and in teams as well as effective techniques for dealing with those issues; explain the control function and describe various effective control techniques used to manage for productivity and improve quality.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to

the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon completion of the course the student will be able to describe a manager's four principal functions and the roles managers must play; list the principal historical viewpoints on management and the principal contemporary viewpoints on management; detail how effective managers build a learning organization; identify the important stakeholders inside and outside the organization; discuss what managers should understand about cultural differences; describe the elements of the planning process and how planning can help managers deal with uncertainty; decision making; organizational structures; managing human resources; performance appraisals; innovation within the organization; discuss what kinds of needs motivate employees; describe how managers build an effective team and what managers should know about dealing with workplace conflict; leadership; communication process and techniques for improving communication effectiveness; managers influence on productivity and how firms improve the quality of their goods and services.

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of students cognitive skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.

(ii) Teaching strategies to be used to develop these skills and abilities

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behavior when making judgments or taking personal actions and demonstrate effective listening and feedback.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

Upon completion of the course, students will be able to recognize elements in the communications process, understand the utilization of technology resources, learn various techniques to analyze organizational environment and managing communication; develop organization skills needed for office management; develop skills to manage office computer applications; develop principles of drafting reports and memorandums; preparation of project reports

(ii) Teaching strategies to be used to develop these skills

The teaching strategies will be lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.

(iii) Methods of assessment of students numerical and communication skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) Teaching strategies to be used to develop these skills

(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions		10%
2	Short Assignments		10%
3	Quizzes	4, 8	10%
4	Examination I	6	10%
5	Examination II	12	10%
6	Final Examination	17	50%
7			
8			

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice on Saturdays, Mondays, and Wednesdays between the hours of 1:00- 2:30pm. Additional assistance by appointment only.

E Learning Resources

1. Required Text(s)

Essentials of Management: A concise introduction, Boddy, D., Person Education Limited, 2012.

2. Essential References
- ❖ Management: A Practical Introduction, Angelo Kinicki, Arizona State University---Tempe and Brian K. Williams, McGraw-Hill/Irwin 3rd edition, 2008.
- ❖ Management: 1e Draft   9781844808823
- ❖ Principles of Management: International Edition Williams 9780538466486

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Fortune Magazine
Forbes Magazine
Barons
The Economist
Business Week
Wall Street Journal
Harvard Business Review
Human Resource Management Journal
International Journal of Human Resource Management
Personnel Review
People Management
Oxford English Dictionary or Collins Dictionary and a Thesaurus.

4-.Electronic Materials, Web Sites etc

Textbook Online Learning Center with free student resources:

http://highered.mcgraw-hill.com/sites/0072920378/student_view0/index.html

5- Other learning material such as computer-based programs/CD, professional standards/regulations

Internet Explorer, version 6.x or above, and Windows Media Player, version 10 or above. (Version 9 of Windows Media Player may be used only if using Windows 2000 or earlier operating system). The use of an updated version of Internet Explorer is strongly recommended in order to view Windows Media Player

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Classes will be held in classroom in conjunction with business computer laboratory, and will accommodate approximately twenty-five (25) students. An appropriate number of computers and desk must be available for each student.

2. Computing resources

Students will have access to Microsoft Excel, Microsoft Access, and Microsoft Office systems.

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

Business computer laboratory must encompass twenty-five (25) student workstations, network printer, and scanners for student use.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.

3 Processes for Improvement of Teaching

Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.