Building Better Businesses
MGT 201- 2027 J Term

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Text: Neck, C.P., Houghton, J.D, & Murray, E.L. *Management* 4th ed. Sage Publishing 2025 Bundles with Vantage. The cost is included in your enrollment.

GOALS OF THE COURSE

In today's world, good management skills are more important than ever. Organizations need employees and managers with strong management skills and an entrepreneurial mindset that supports leadership, teamwork, motivational capabilities, decision-making, communications, ethics, and creativity. This all occurs within a culture of diversity, equity, and inclusion.

We will take a three-pronged approach to Management:

Mindset approach: A focus on entrepreneurial mindset helps you overcome challenges, accept responsibility for outcomes, and learn how to make decisions in fast-paced, unpredictable environments.

Developing skills: The use of practical applications, self-assessments, experiential exercises, case studies and class activities will aid in developing essential management skills

Diversity, equity and inclusion (DEI): Focusing on DEI is the right thing to do. From a business perspective: DEI programs result in higher levels of trust, more engagement, and better results. We will learn how to build DEI while dealing with our own biases.

At the end of the course, you will:

- Be able to describe management theories and concepts related to the core management processes in multiple contexts and situations and provide examples.
- Have developed your human/interpersonal (the ability to work effectively with others) and conceptual (the ability to analyze complex situations and respond effectively to challenges) skills through team and class interaction and assignments.
- Have improved written communication skills, time management skills and practiced decision making and problem-solving processes.

Gen Ed Outcome: Diversity and Inclusion:

Associated outcomes:
GELO1: Is able to effectively explain the social processes of social identity, explicit and implicit prejudice, inequality, privilege, and oppression and how they relate to U.S. society
GELO2: Can discuss the impact of discrimination and social inequalities within U.S. society

GELO3: Illustrates problem solving, and conflict resolution skills related to diversity
GELO4: Can identify and reflect upon the perspective of others from marginalized groups in U.S. society.

Course Objectives

Upon successful completion of this course, you will:
CLO1: Describe and illustrate concepts and processes associated with inclusion in organizations.
CLO2: Demonstrate evidence-based decision-making and teamwork.
CLO3: Recall key concepts related to agile organizations, organizational behavior, social-responsibility initiatives, and individual differences.
CLO4: Explain the concept of diversity as a social construct in organizational contexts and recognize the varying forms.
CLO5: Analyze global business and how diversity impacts operations.
CLO6: Critically analyze the major issues, problems, and challenges related to social perspectives of diversity in the U.S., with an emphasis on how the social processes of social identity, explicit and implicit prejudice, privilege, and oppression impact organizational environments.
CLO7: Explain the need for discourse on social perspectives of diversity in the workforce

YOUR ROLE AND RESPONSIBILITIES

Be curious

Be inquisitive; take your education seriously; open yourself up to new information and ideas; think about what it is that you are hearing and reading; don't let me, others in the class, or pieces of information that you are being presented "turn you off" --don't give it, me, or us the power to rob you of an educational experience; assume the responsibility for your own education and use a variety of the university's resources (e.g., the library, the textbook, other faculty, and me) to facilitate this process.

A learning laboratory

Our lives are filled with continuous contact with people who are in positions of leadership (we see them in our student groups and organizations, within the university's sporting clubs and teams, in the university's academic setting, at work, in our neighborhoods and communities, at church, the synagogue or mosque, in politics and professional sports, ...) We are continually experiencing the consequences of the acts of leadership; some of these may be

rewarding and constructive, some may be frustrating, controlling, destructive, and dysfunctional. Regardless of the end of the continuum that they represent, they provide us with an opportunity to learn. Observe, experience, think about, analyze, and learn from all of these leadership transactions. What a great learning laboratory life gives us!

YOU ARE RESPONSIBLE FOR YOUR OWN LEARNING!

It is my responsibility to facilitate your learning, by ensuring that you have the necessary resources, guidance, and help to gain new knowledge and develop your skills. At the same time, *you are responsible* for your own learning.

COURSE REQUIREMENTS

Technology Requirements

Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS) platform, which is a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

Brightspace Student Tutorials

Students wishing to review tutorials on the various tools and navigation options in Brightspace should visit our Brightspace Tutorials for Students YouTube playlist.

Pulse - Brightspace Mobile App

Pulse is Brightspace's free mobile app. It allows you to access and participate in your course sites via your mobile phone. You can find more information and download options here.

Brightspace Help

The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. The URI ITS Information Portal provides key resources and tools for students, faculty and staff on training, registration, initiating service requests and more. This one-stop shop allows you to search or browse by interest, take part in virtual help sessions and connect live with the help desk.

2. Recommended browsers (those with the most QA testing effort against them) are Google Chrome and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

3. Brightspace 24/7 Chat opens in new window is available to you for Brightspace-specific questions. The landing page contains useful questions that may also solve your problem. Also located on the Brightspace home page. All papers are to be double space with no typos or grammatical errors. I encourage you to use Grammarly.com. Please submit these assignments in Brightspace. My expectations for your writing style is high! I look forward to helping you grow as a professional writer. Please do not use AI in writing your papers for this class.

GRADE DISTRIBUTION

1. Chapter Quizzes (30%)

There is a quiz at the end of each chapter in Vantage. You can access the quizzes through Brightspace. There are 15 questions randomly chosen from a pool of 40.

2. Introductory Discussion (10%)

We will begin the class with an introductory discussion about ourselves, our professional experiences, and our initial perceptions of management in professional settings.

3. Reflection Papers (60%)

There will be two reflection papers (a midterm and a final) assigned this J Term. See below (and in Brightspace) for prompts and due dates.

REFLECTION PAPERS

1. Midterm Reflection - Visible and Nonvisible Differences (30%)

When discussing diversity - we need to acknowledge the difference between visible and non-visible differences. Visible may include skin color, height, weight, mobility issues (wheelchair, cane, etc.) Non-visible may include religion, intelligence, learning disabilities, etc. Complete the identity iceberg exercise using the attached document to help you identify both your visible and non-visible characteristics. Once you have completed the identity iceberg exercise, write a 3–4 page reflection in paragraph form on how the elements of your own identity will inform your approaches as a manager in a professional setting. Make at least three connections to concepts from the first eight chapters we have covered in this class. **Due January 13th by 11:59pm.**

2. Final Reflection - Cost of Fitting in?

See Brightspace for associated video and prompt. **This assignment is due January 22nd by 12pm**.

2027 Winter J Term Schedule

Day	Chapter(s) Covered	Assignments Due
1 – 1/4	Review Syllabus and Brightspace Site	
2 – 1/5	Chapter 1 - The Basics of Management **2027 Drop Period ends 1/5 at 11:59pm (50% Refund)**	Introductory Discussion Chapter 1 Quiz
3 – 1/6	Chapter 2 - Organizational Environment and Culture	Chapter 2 Quiz
4 – 1/7	Chapter 3 - Ethics and Social Responsibility	Chapter 3 Quiz
5 – 1/8	Chapter 4 - Managing Diversity, Equity, and Inclusion in a Global Economy	Chapter 4 Quiz
6 – 1/11	Chapter 5 - Making Effective Decisions Chapter 6 - Planning and Setting Goals	Chapter 5 Quiz Chapter 6 Quiz
7- 1/12	Chapter 7 – Designing Strategies Chapter 8 – Managing With an Entrepreneurial Mindset	Chapter 7 Quiz Chapter 8 Quiz
8 – 1/13		Midterm Paper Due
9 – 1/14	Chapter 9 – Structuring Organizations Chapter 10 – The Human Side of Management	Chapter 9 Quiz Chapter 10 Quiz
10 – 1/15	Chapter 11 – Managing Team Performance Chapter 12 – Managers as Leaders	Chapter 11 Quiz Chapter 12 Quiz
11 – 1/19	Chapter 13 – Understanding Individual Behavior Chapter 14 – Motivating Others	Chapter 13 Quiz Chapter 14 Quiz
12 – 1/20	Chapter 15 – Communicating Chapter 16 – Managing Change and Innovation	Chapter 15 Quiz Chapter 16 Quiz

13 – 1/21	Chapter 17 – Controlling Information and Operations	Chapter 17 Quiz
14 – 1/22	Supplement A – The History of Management	Supplement A Quiz Final Paper Due

COURSE EXPECTATIONS

Academic Honesty and Integrity

Integrity, honesty, trust, respect, and responsibility are principles that guide all activity at the College of Business. As a community of higher learning we accept that adherence to these principles is a necessity and the joint responsibility of the students and the faculty. Breaches of academic integrity only serve to decrease the value of all academic degrees offered by this institution. The Faculty and the Administration of the College of Business Administration recognize this and consequently take violations of academic integrity (e.g., cheating, plagiarism, lying and/or using false documentation to gain special privileges, etc.) very seriously. Instances of academic dishonesty in CBA courses will be resolved according to the policies and procedures outlined in the University Manual, specifically Chapter 8, Academic Regulations. Please review these sections. The paragraph below specifies some common issues.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity.

The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

Email Etiquette

All e-mail correspondence should include a subject line that includes MGT 201, appropriate greeting (including name), text with appropriate grammar and spelling, and a closing (with a name). All this information needs to be contained in an email.

Expected Behaviors

- Read the assigned material
- Take an active role in learning, e.g., try to connect material to your own life, think about it does or does not explain situations you are familiar with
- Participate in discussions
- Be respectful of others
- Cooperate with other students in the class
- Complete assignments in a timely manner
- Use Brightspace and Vantage

Mental Health and Wellness: We understand that college comes with challenges and stress associated with your courses, job/family responsibilities and personal life. URI offers students a range of services to support your mental health and wellbeing, including the URI Counseling Center, TELUS Health Student Support App, the Wellness Resource Center, and Well-being Coaching.

University of Rhode Island Land Acknowledgment

Land Acknowledgement: The University of Rhode Island land acknowledgment is a statement written by members of the University community in close partnership with members of the Narragansett Tribe. The statement recognizes and pays tribute to the people who lived on and stewarded the land on which the University now resides. The statement seeks to show gratitude and respect to Indigenous people and cultures and build community with the Narragansett Nation and other Native American tribes.

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.

Anti-Bias Syllabus Statement: We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Resource Team at www.uri.edu/brt. There you will also find people and resources to help.

Disability, Access, and Inclusion Services for Students Statement: Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@uri.edu.