



**JAIPURIA INSTITUTE OF MANAGEMENT  
PGDM; TRIMESTER I; ACADEMIC YEAR 2018-19**

Course Code and title	GM 101 Principles of Management
Credits	3
Term and Year	I Term, 2018 -19
Course Pre-requisite(s)	
Course Requirement(s)	
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	
Course Instructor Email	
Course Instructor Phone (Office)	
Student Consultation Hours	
Office location	

### **1. Course Overview**

The course is foundation to all the other courses in a management programme. Objective of the course is to build basic learning of management discipline; specifically, to understand what Managers do and how managerial tasks are carried out through a series of activities like Planning, Organizing, Directing, Coordinating and Controlling. At the end of this course, students will be aware of various management processes and will understand how various processes and practices of management can enhance efficiency of resources and can optimize output of human organized efforts.

The course is planned to be taught with an experiential learning pedagogy that will include classroom videos, online video clips of historical developments of management discipline, movies and through self-learning by organizational visits/ interactions. Student Groups are expected to interact with managers of organizations on various topics through a combination of visits to organizations or industry speakers coming to the institute, and to give presentations on their learnings.

## **2. Graduate Attributes (GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and CLOs**

### **Graduate Attributes (GAs)**

- GA 1: Self-initiative
- GA 2: Deep Discipline knowledge
- GA 3: Critical Thinking and Problem Solving
- GA 4: Humanity, Team-Building and Leadership Skills
- GA 5: Open and Clear Communication
- GA 6: Global Outlook
- GA 7: Ethical Competency and Sustainable Mindset
- GA 8: Entrepreneurial and Innovative

### **Key Differentiators**

- KD 1: Entrepreneurial Mindset
- KD 2: Critical Thinking
- KD 3: Sustainable Mindset
- KD 4: Team-Player

### **Programme Learning Outcomes (PLOs)**

The graduates of PGDM at the end of the programme will be able to:

- PLO 1: Communicate effectively and display inter-personnel skills
- PLO 2: Demonstrate Leadership and Teamwork towards achievement of organizational goals
- PLO 3: Apply relevant conceptual frameworks for effective decision-making
- PLO 4: Develop an entrepreneurial mind set for optimal business solutions
- PLO 5: Evaluate the relationship between business environment and organizations
- PLO 6: Demonstrate sustainable and ethical business practices
- PLO 7: Leverage technologies for business decisions
- PLO 8: Demonstrate capability as an Independent learner

### **Course Learning Outcomes (CLOs):**

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

- CLO1: Define Management and explain its nature, purpose and various functions. (K)
- CLO2: Describe the managerial functions like planning, organizing, staffing, directing, leading, and controlling
- CLO3: Distinguish how practice of management varies in different work environment and its impact on productivity.

### 3. Mappings

#### Mapping of CLOs with GAs

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7	GA 8
	Self-initiative	Deep discipline knowledge	Critical thinking & Problem solving	Humility, Team-Building and Leadership Skills	Open and Clear Communication	Global outlook	Ethical competency & sustainable mindset	Entrepreneurial and innovative
<b>CLO 1</b>		X						
<b>CLO 2</b>		X						
<b>CLO 3</b>		X						
<b>Total</b>		<b>3</b>						

#### Mapping of CLOs with Key Differentiators (KDs)

	KD 1 (Entrepreneurial Mindset)	KD 2 (Critical Thinking)	KD 3 (Sustainability Mindset)	KD 4 (Team Player)
CLO 1				
CLO 2				
CLO 3		X		
<b>Total</b>		<b>1</b>		

#### Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1								
CLO 2								
CLO 3								
<b>Total</b>								

#### Mapping of CLOs with KSA

CLOs	Knowledge (K)	Skills (S)	Attitude (A)
CLO 1	X		
CLO 2	X		
CLO 3	X		
<b>Total</b>	<b>3</b>		

## 4. Books & References:

### Text Book

Harold Koontz, Heinz Weihrich, “*Essentials of Management: An international, Innovation, and leadership perspective*” McGraw Hill Education, New Delhi, Edition 10

### References

- Bhattacharyya, Dipak Kumar (2013). Principles of Management, 2/e; New Delhi: Pearson Education
- Robbins, Stephen P, Mary Coulter (2017). Management, 13/e; New Delhi: Pearson Education

### Internet Resources

- <http://www.businessmanagementideas.com/management/principles-of-management-lecture-notes/7447>
- <https://www.vutube.edu.pk/vu-lectures/viewvideo/1062/principles-of-management-mgt503/principles-of-management-mgt503-lecture-03> (Video Available in Hindi)
- <http://nptel.ac.in/courses/122108038/>

## 5. Session Plan

Session No.	Topic/ Sub Topic	Reading Reference	Pedagogy	Session Learning Outcomes	CLO
<b>Module 1- Human Organization and Output</b>					
1	Efficiency in organization of work	Video of work place (A small tyre Puncture Shop to demonstrate inefficient methods and time inefficiency)	Observation, and discussion	Importance of efficiency as central tenet	1
2	Introduction of Frank and Lillian Galbraith Principles	Method Study <a href="https://www.youtube.com/watch?v=IDg9REgkCQk">https://www.youtube.com/watch?v=IDg9REgkCQk</a>	Discussion on method of doing work, reducing human effort	Importance of method in reducing human effort	1
3	Human effort and Output	Evaluation Exercise 1- (Group Write up on observations and outcomes)			1
<b>Module 2- Evolution of Management and Approaches</b>					
4	Scientific Management Theory	Hand Out Job Specialization and Division of Labour  Contribution of F.W. Taylor and Gilbreths	Lecture and discussion	Understand rationale for scientific management	1
5	Administrative Management Theory	Handout The Theory of Bureaucracy  Fayol’s Principles of Management	Classroom discussion	Understand benefits, limits and challenges of	1

		Chapter 1(Page 13-14)		Administrative Management	
6		Video- Modern Times	Discussion	Evaluate effect of ignoring human behaviour aspect in work design	1
7	Behavioural Management Theory	Handout  <a href="https://www.youtube.com/watch?v=UUMYVN-4wFw">https://www.youtube.com/watch?v=UUMYVN-4wFw</a>  The Work of Mary Parker Follett  The Hawthorne Studies and Human Relations  Group Write up (2) on motivation, job specialization and human behaviour	Lecture and discussion	Summarize and evaluate the behavioural perspective on management, including the Hawthorne studies, human relations movement, and organizational behaviour	1
<b>Module III: Management Process</b>					
8	Planning	Chapter 4 (page 97-104) <ul style="list-style-type: none"> <li>• Meaning of planning and its importance</li> <li>• Types of plans</li> <li>• Steps in planning</li> </ul>	Lecture	Identify and analyse various types of plans and show how they are related to one another  Outline and discuss the steps of planning	2,3
<b>*Experiential Learning Visit / Interaction 1 - Student groups to interact with Organizations' Executives/CEOs on 'Planning'</b>					
10-11	Planning	<b>Group Presentations on 'Planning'</b>			2,3
12	Organizing & Staffing	Chapter 7 (Page 164-178) Chapters 8,9,11 Meaning of organizing and organization  Formal and informal organization  The structure and process of	Lecture	Explain the meaning of organizing and organization and also realize the purpose of	2,3

		organizing		organization structure  Distinguish between formal and informal organization	
<b>*Experiential Learning Visit / Interaction 2 - Student groups to interact with Organizations' Executives/CEOs on 'Organizing &amp; Staffing'</b>					
13-14	<b>Group Presentations on 'Organizing &amp; Staffing'</b>  <b>Discussion on different kind of Organization structures - Socratic Questioning on presentations</b>			Specificities of structure for particular product industry environment	2, 3
15	Directing	Chapter 14 (Page 318-339)  Human factors and motivation	Lecture	Develop an understanding of motivation  Understand the various theories of motivation and their strengths and weaknesses	2, 3
<b>*Experiential Learning Visit / Interaction 3 - Student groups to interact with Organizations' Executives/ CEOs on 'motivation methods'</b>					
16-17	Directing	<b>Group Presentations on 'Worker Motivation'</b>	<b>Discussions and quizzing</b>	<b>Understand complexities of worker motivation</b>	<b>2,3</b>
18	Leadership	Chapter 15 & Chapter 17 (page 508-529) of Robbins and Coulter (2017) Management  Leader and Leadership  Theories of leadership  Contemporary views of leadership	Lecture	Describe the trait approaches and their limitations  Awareness of various leadership styles	2,3
<b>Experiential Learning Visit / Interaction 4 - Student groups to interact with Organizations' Executives/ CEOs on 'leadership and leadership styles'</b>					

19-20		<b>Group Presentations on ‘Leadership and Leadership Styles’</b>	Discussion and Questioning in class	Understand leadership in different contexts and outcomes	2,3
21	Controlling	Chapter 18 & Chapter 18 (Page 540-564) of Robbins and Coulter, 2017  -Control Process  Organization and employee performance  Tools for measurement	Lecture	Appreciate need for organizational controls and tools used	
<b>Experiential Learning Visit / Interaction 5 - Student groups to interact with Organizations’ Executives / CEOs on ‘Controls and Organization Performance’</b>					
22-23	<b>Presentations on ‘Controls &amp; Organization Performance’</b>				2,3
24.	Review				1,2,3

## 6. Assessment Tasks

<b>Assessment Component</b>	<b>Description</b>	<b>Weightage</b>	<b>CLOs</b>
Write ups	2 Group Write Ups (Groups of 5-6 Students)	20	1
Class Participation	Involvement in various class discussions	5	2,3
Report Presentations	<b>Experiential Learning</b> 2-5 Group Presentations on Planning, Organizing, Staffing, Directing, Leadership, Controlling.	35	2,3
End Term Exam	Hall exam	40	1,2,3

## 7. Rubrics for Assessment Tasks

### Rubric for Group Write ups

Criteria	Level 1 (Below 30%)	Level 2 (30%-60%)	Level 3 (60%-80%)	Level 4 (80% or above)
<b>Group Write ups</b>	Weak understanding of elements of human organization w.r.t. selected topic	Display a casual approach to identification of selected topic elements confusing between real and hypothetical	Provide some identification of elements involved in organization of human effort w.r.t. referred topics	Provide clear evidence of elements involved in organization of human effort w.r.t. referred topics

### Rubric for Class Participation

Criteria	Level 1 (Below 30%)	Level 2 (30%-60%)	Level 3 (60%-80%)	Level 4 (80% or above)
Class Participation	Merely a follower	Somewhat involved but looks for someone to take lead	Participates but does not prepare well for class	Enthusiastic, prepares well for class and takes lead

### Rubrics for Presentations

Criteria	Level 1 (Below 30%)	Level 2 (30%-60%)	Level 3 (60%-80%)	Level 4 (80% or above)
<b>Presentation Content</b> (40 %)	Provided a very weak overview of the selected Topic. Very limited linking of the topic to current management practices. Made very little to no linkage to management practices and content in the book and article.	Provided a limited overview of the selected Topic. Limited linking of the topic to current management practices. Made limited linkage to management practices and content in the book and article.	Provided a clear overview of the selected Topic. Successfully made some linked the topic to current management practices. Made some linkage to management practices and content in the book and article.	Provided a very clear overview of the selected Topic. Clearly linked the topic to current management practices. Described the management practices and how those were related to the content in the book and article.
<b>Visuals</b> (15 %)	No use of visuals.	Limited use of visuals loosely related to the material	Use of visuals related to the material	Visuals augmented and extended comprehension of the issues in unique ways
<b>Delivery and Enthusiasm</b> (15 %)	Hard to follow the flow of ideas. Lack of enthusiasm and interest.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and engagement with the class.
<b>Involvement of the class:</b>	Little or no attempt to engage the class in	Questions and discussion addressed	Questions and discussion	Excellent and salient discussion



<b>-Questions -Generating discussion -Activities</b>  (15 %)	learning	surface features of the topic Limited use of activities to clarify understanding	addressed important information that developed understanding Appropriate activities used to clarify understanding	points that elucidated material to develop deep understanding Appropriate and imaginative activities used to extend understanding in a creative manner
<b>Response to Class Queries</b>  (15 %)	Limited response to questions and discussion with no reference to theory/research	Satisfactory response to class questions and discussion with limited reference to theory and research	Good response to class questions and discussion with some connection made to theory/research	Excellent response to student comments and discussion with appropriate content supported by theory/research

***RUBRICS for End Term Exam.***

Criteria	Poor up to 30%	Fair 30-60%	Good 60-80%	Excellent 80% or More
	UNSATISFACTORY	MINIMAL	PROFICIENT	EXEMPLARY
Clarity of concepts and ability to apply them	Only up to 30% answers are correct. Most of the concepts are not clear and student is unable to understand the same.	Between 30 – 60% answers are correct. Many of the concepts are clear and understood by student and able to solve the problems given	Between 60 – 80% answers are correct. Majority of concepts are clear and understood by student and also provide the answers in business language.	80% or more answers are correct. Most of concepts are clear and understood by the student, provide answers in business language and may also be able to indicate the additional information required for better decision making

**8. Time Budgeting in Course Planning:**

Activity	Description	Time Budgeted
Classes	2-3 hours per week for 12 weeks	30 hours
Experiential learning 5	Visiting Organizations and making notes	25 hours
Preparation of assignment	Observation, Reflection and writing	30 hours
Study and revision for End Trimester examination	Self-preparations	20 hours
<b>TOTAL</b>		100 hours

**Instructions:**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation. Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

## **9. Academic Conduct**

### **Institute's Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

### **LMS-Moodle/Impartus**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

### **Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

### **Plagiarism:**

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.