

COURSE SYLLABUS

COURSE TITLE: BMGT 1325-271, OFFICE MANAGEMENT, FALL 2019
Wednesday – 9:30 AM-10:45 AM – Lubbock Center Room 122

INSTRUCTOR: Jeannie Coggins
OFFICE: Lubbock Center 120G, (806) 716-4917
E-MAIL: jcoggins@southplainscollege.edu

OFFICE HOURS:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	9:30AM-12:30PM	.	9:30AM-12:30PM	9:30AM-11:30AM

COURSE DESCRIPTION:

This course includes systems, procedures, and practices related to organizing and planning office work, supervising employee performance, and exercising leadership skills.

TEXT AND OTHER MATERIALS

Administrative Office Management: Quible, 8th Ed., South-Western Cengage Learning.
ISBN: 9780131245105.

Online Disclaimer: This is to notify you that materials you may be accessing in chat rooms, bulletin boards or unofficial Web pages are not officially sponsored by South Plains College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. We disclaim all liability for data, information or opinions expressed in these forums.

Course Structure

This course is a hybrid course, which means that class will meet weekly for instruction and feedback. You will complete assignments through the use of the Internet. Blackboard is used to deliver and manage this course. Please take a moment to read over the information at the Blackboard site before you get started. If the online environment is new to you or if you have problems of any nature, please do not let yourself become overwhelmed or spend hours of your time trying to figure out how to access something. You have many sources available to you for help. You can contact me by e-mail jcoggins@southplainscollege.edu or telephone at 806-632-4917, or come by my office. You may also contact me in Blackboard by using the messages in the course tools.

Attendance Policy

Classroom attendance is mandatory. There are no “excused” absences. Attendance will be recorded at every class meeting. If you are late to class, it is your responsibility to remind the instructor after class of your attendance. Failure to do so will result in a recorded absence. After three absences, a student will be administratively dropped from the course for non-attendance.

Withdrawal Policy

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment. If for any reason the student is unable to complete the course requirements, it is the student's responsibility to initiate their own withdrawal by the 1st drop date for the semester. The last day to drop a class is **April 25, 2019**. However, always discuss this with your instructor before dropping.

Academic Integrity– Read Carefully!

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. Students should refer to the SPC General Catalog policy regarding consequences for cheating and plagiarism.

Student Conduct

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. A high standard of conduct is expected of all students. Student should refer to the SPC General Catalog policy regarding student conduct.

GRADING POLICY:

Semester grades will be determined as follows:

Chapter Review Questions	15%
Minicase/Case	15%
Chapter Quizzes	25%
Unit Exams	30%
Final Exam	15%
Course Grade	100%

Final grades will be based on the following grading scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, Below 60=F

Chapter Review Questions are at the end of each chapter. Questions are to be answered using Microsoft Word and saved as a file. The file will be submitted through an assignment link in Blackboard. It is not necessary to type the questions, but please number your answers to correspond with the number of the question.

A **Minicase and a Case** is included at the end of each chapter. You will be assigned one of the two and you will prepare a written answer to be submitted through Blackboard. Be sure to answer the Case/Minicase thoroughly and in complete sentences.

You will complete a **multiple choice/true/false quiz for each chapter**. You will be allowed two attempts at the quizzes and the higher of the two grades will be recorded for that chapter quiz.

Unit tests will consist of multiple choice and true/false questions covering three or four chapters. You will have four unit tests and the lowest unit test grade will be dropped and not calculated in the course grade. NO make-up unit tests will be given. If you miss a unit test, you may drop that grade, but you will be allowed only one dropped unit test grade. The Final Exam will be comprehensive, but you will be given a review to prepare if you choose to use it.

Assignments will be shown in BlackBoard. Work that is not turned in will be assigned a grade of 0. All deadlines will be on Monday night at 11:59 PM. I do not accept late work after this deadline.

Communication with Instructor

1. Log in at least three (3) times a week (minimum). I recommend daily logins.
2. Check for announcements/mail in Blackboard—this is your responsibility. If you don't check in frequently, you may miss important information regarding your schedule, work, or grades.
3. Start work early each week. Don't wait until the due date to start your work. When you do, something always happens like an illness or an unexpected problem. Remember, no time extensions will be given.
4. Communication with your instructor can be by phone (806-716-4917), by messaging through the Blackboard tools menu, or by SPC e-mail (jcoggins@southplainscollege.edu). Always identify yourself with your full name as well as the course name and number in the subject line when contacting me. I have several courses and many students!
5. You will need to check your SPC e-mail or forward it to another e-mail of your choice. You can do this by clicking the following link:

https://myspc.southplainscollege.edu/ICS/Students/Information_Technology/Email.jnz/

ADA STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577).

COURSE OUTLINE AND LEARNING OUTCOMES BY CHAPTER:

After successfully completing this course, students will be able to:

Chapter 1 – The Managerial Process

- Name and explain the five responsibilities of an administrative office manager.
- Describe the qualifications for being an administrative office manager.
- Explain the four distinct stages of management theory.
- Identify the goal of the scientific management theory.
- Explain a “time and motion” study.
- Identify the concepts of the administrative movement management theory and the human relations management theory.
- Understand the operations approach of modern management theory.
- Define the systems approach to modern management, contingency management, and Theory Z.

Chapter 2 – The Organizing Process

- List the advantages and disadvantages of centralization, decentralization, organizational charts, matrix structure, committee structure, product structure, line structure, and line and staff structure.
- Identify the six organizational structures that determine the authority relationships among employees.
- Explain why authority and responsibility have to be commensurate.
- Discuss three ways the organizing function helps administrative office managers.

Chapter 3 – The Communication Process

- Explain the three directions that communication flows in an organization.
- Describe factors that influence and affect the medium of communication.
- Identify the seven steps of the decision making process.
- Name and describe the five steps for implementing change.
- Explain how time of day and room ambience affect the communication process.
- List at least three nonverbal elements of communication and explain how nonverbal cues can impact the communication process.
- Tell about at least two causes of conflict.
- Describe two types of change the administrative office manager may have to handle.

Chapter 7 – Selecting Office Employees

1. Identify the most significant disadvantage of the employee referral method of employee selection.
2. Explain the advantages of using temporary help agencies to obtain additional employees.
3. Determine how job descriptions and job specifications are valuable in the selection process.
4. Discuss the advantages of employee testing.
5. Explain the impact of the Employee Polygraph Protection Act of 1989 on employee selection.
6. Compare criterion validity, construct validity, and differential validity.
7. Understand the ways the Civil Rights Act of 1964, the Age Discrimination in Employment of 1967, the Equal Employment Opportunity Act of 1972, the Vocational Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Pregnancy Discrimination Act of 1978, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991 impacts employee selection.

Chapter 8 – Developing Office Employees

- Identify the most common components of employee development.
- Explain what is typically found in an orientation kit.
- List the advantages that result from employee training.
- Discuss what types of training programs are used and how they differ from one another.
- Determine the factors to consider when deciding which training techniques to use.
- Describe the advantages of computer-assisted instruction as a training technique.

Chapter 9 – Supervising Office Employees

- Explain how autocratic, democratic, and laissez-faire leadership styles differ from one another.
- Compare achievement-oriented supervision and subordinate-centered supervision and explain how they differ.
- Discuss how boss-centered leaders and subordinate-centered leaders differ from each other.
- Explain how on-the-job training and coaching differ from one another.
- List the kinds of topics that are frequently involved in supervisory training programs.

- Analyze the differences between at-will and just-cause termination.

Chapter 10 – Motivating Office Employees

- Understand the impact of disequilibrium on the motivation process.
- Identify the elements of safety needs in Maslow's theory.
- Explain what is meant by self-actualization.
- Name the basic differences between what Herzberg identifies as job satisfiers and job dissatisfiers.
- Define the important attributes of goals.

Chapter 11 – Appraising Performance of Office Employees

- Identify the characteristics of effective performance appraisal programs.
- Evaluate the advantages and disadvantages of the paired comparison, checklist, and simple ranking methods of performance appraisal.
- Explain why employees oppose the critical incidents method of performance appraisal.
- Discuss the guidelines that should be followed when establishing the goals for the results-oriented appraisal method.
- Evaluate the basic difference between a major and a minor promotion.

Chapter 12 – Analyzing Jobs of Office Employees

- Explain how job analysis, job descriptions, and job specifications differ from one another.
- Identify the benefits of job analysis.
- Determine for what situations is the questionnaire method of job analysis especially suited.
- Determine for what situations is the interview method of job analysis especially suited.
- Determine for what situations is the observation method of job analysis especially suited.
- List ways job descriptions and job specifications are used.

Chapter 13 – Evaluating Jobs of Office Employees

- Identify the benefits provided by a job evaluation program.
- Explain why the job ranking method is considered a non quantitative method, whereas the factor comparison method is considered quantitative.
- Tell how the use of a committee is advantageous in undertaking a job evaluation project.

Chapter 14 – Administering Salaries of Office Employees

- Explain the nature of the relationship between job evaluation and salary administration.
- Describe how a salary administration program helps employees perform at an optimum level.
- Understand how the salary range for specific jobs be determined.
- List the characteristics that are typically found in effective incentive pay plans.
- Explain why organizations make fringe benefits available to employees.
- Identify which provisions of the Fair Labor Standards Act have special significance for salary administration.
- Determine what workers are covered by the Walsh-Healy Act and the Pension Reform Act.

Chapter 15 – Measuring Output of Office Employees

- Explain how work measurement can be used to determine the efficiency of work methods and procedures.
- Describe how work measurement is useful in determining equitable workloads.
- Explain why performance leveling is necessary.

- Discuss the various uses of work standards.
- Define descriptive standards.

Chapter 16 – Improving Productivity of Office Employees

- Define productivity.
- Determine what is responsible for the stagnation of productivity in the United States.
- List the characteristics of effective productivity improvement programs.
- Evaluate the advantages and disadvantages of the flextime concept.
- Explain how quality circles function.
- Name the two ingredients of TQM that have a positive impact on employee productivity.

Chapter 24 – Quality and Quantity Control

- Explain why control is needed in office situations.
- Identify the advantages that result from implementing control procedures.
- List the steps that are involved in developing a statistical quality control program.
- Discuss how the appropriate network is chosen when PERT is used as a work scheduling device.

Chapter 25 – Budgeting and Cost Control

- Explain why budgeting is important in budgetary control.
- Define the advantages and limitations of budgeting.
- Evaluate the differences among fixed, variable, and semivariable costs.
- Understand why employee participation in budget preparation is so useful.
- Explain why a budget must provide for unforeseen circumstances.
- Identify the advantages that result from cost control.

SOUTH PLAINS COLLEGE, TECHNICAL DIVISION

SCANS Competencies

RESOURCES: Identifies, organizes, plans, and allocates resources.

- C1 **Time:** Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C2 **Money:** Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- C3 **Materials and Facilities:** Acquires, stores, allocates, and uses materials or space efficiently.
- C4 **Human Resources:** Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

INFORMATION: Acquires and uses information.

- C5 Acquires and evaluates information.
- C6 Organizes and maintains information.
- C7 Interprets and communicates information.
- C8 Uses computers to process information.

INTERPERSONAL: Works with others.

- C9 Participates as members of a team; contributes to group effort.
- C10 Teaches others new skills.
- C11 **Serves clients/customers:** Works to satisfy customer=s expectations.
- C12 **Exercises Leadership:** Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C13 **Negotiates:** Works toward agreements involving exchanges of resources, resolves divergent interests.
- C14 **Works with Diversity:** Works well with men and women from diverse backgrounds.

SYSTEMS: Understands complex interrelationships.

- C15 **Understands Systems:** Knows how social, organizational, and technical systems work and operates effectively with them.
- C16 **Monitors and Corrects Performance:** Distinguishes trends, predicts impacts on system operations, diagnoses systems= performance and corrects malfunctions.
- C17 **Improves or Designs Systems:** Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY: Works with a variety of technologies.

- C18 **Selects technology:** Chooses procedures, tools or equipment including computers and related technologies.
- C19 **Applies technology to task:** Understands overall intent and procedure for set-up and operation of equipment.
- C20 **Maintains and troubleshoots equipment:** Prevents, identifies, or solves problems with equipment, including computers and other technologies.

SCANS Foundation Skills

BASIC SKILLS: Reads, writes, performs arithmetic/mathematical operations, listens, speaks.

- F1 **Reading:** locates, understands, and interprets written information in prose such as documents, manuals, graphs, and schedules.
- F2 **Writing:** communicates thoughts, ideas, information, and messages in written form; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F3 **Arithmetic:** Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F4 **Mathematics:** Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F5 **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- F6 **Speaking:** organizes ideas and communicates orally.

THINKING SKILLS: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

F7 **Creative Thinking:** Generates new ideas.

F8 **Decision Making:** Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

F9 **Problem Solving:** Recognizes problems and devises and implements plan of action.

F10 **Seeing Things in Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects, and other information.

F11 **Knowing How to Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills.

F12 **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

F13 **Responsibility:** Exerts a high level of effort and perseveres toward goal attainment.

F14 **Self-Esteem:** Believes in own self-worth and maintains a positive view of self.

F15 **Sociability:** demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

F16 **Self-Management:** Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

F17 **Integrity/Honesty:** Chooses ethical courses of action.