Professor: Dr. Nnamdi Onuorah  
Office: Tupper Hall Room 201  
Phone: 919-546-8440  
Email Address: Onuorah@shawu.edu  
Office Hours: MON & WED 2:00-5:30; T, TH 2-4:00

RECOMMENDED TEXT: Management: Leading & collaborating in the competitive world by Bateman and Snell

COURSE DESCRIPTION:

This seminar class is not limited to any topics or scope. It is supposed to be broad based, covering all known areas of Business Administration. Students come with their experience gathered from all spheres of working life to look maturely at business problems that will arise in cases that will be discussed in the class. In order words discussions will come from anywhere. It is therefore safe to say that all Business Administration texts have relevance here. Oral and written reports are assigned to each student. At the end of the semester each student will be required to present a written thesis (term paper) of assigned topic. Each student will be required to turn in a summary and written critic of all presentations. The paper must be written in APA format with proper citations and bibliographies.

Institutional Mission Statement

Shaw University, founded in 1865, is the oldest historically black college of the south. Shaw is a private, coeducational, liberal arts university affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate levels.

Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education.

The primary mission of the University is teaching, with the commitment to maintain excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University
endeavors to graduate students with demonstrated competencies in their chosen fields of study.

**Business Management Program Mission and Standards**

The mission of the Business Management Degree program reflects the mission of Shaw University and the mission, goals and objectives of the academic programs of Departments of Business and Public Administration. The primary purpose of the Business Management Programs is:

1. To educate students in a broad range of knowledge and skills as a basis for careers in business.
2. To prepare students to enter and sustain careers in the business world and to contribute positively in the larger society.
3. To prepare students to achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to work, make and communicate sound decisions, and react successfully to unanticipated events.
4. To prepare students to develop learning abilities suitable to continue higher-level intellectual development.

**Program Learning Outcomes (PLO)**

Business management majors upon graduation will be able to:

1. Demonstrate knowledge of ethical and legal responsibilities in organizations and society.
2. Demonstrate knowledge of financial theories, analysis, reporting, and markets.
3. Demonstrate knowledge of creation of value through the integrated production and distribution of goods, services, and information.
4. Demonstrate knowledge of group and individual dynamics and human resources in organizations.
5. Demonstrate knowledge of statistical data analysis and management science as they support decision-making processes throughout an organization.
6. Demonstrate knowledge of information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
7. Demonstrate knowledge of domestic and global economic environments of organizations.
### Student Learning Outcome

<table>
<thead>
<tr>
<th>At the completion of this course, students will be able to:</th>
<th>Assessment of Student Learning Outcome</th>
<th>Linkage to Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical thinking, and use of listening, communication and speaking skills needed for career success. (PLO 2d)</td>
<td>Presentations.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>2. Acquire the ability to analyze the External and Internal environments in which businesses operate for good planning and to effectively manage human, financial and physical resources(PLO3d)</td>
<td>Presentations. Term Paper</td>
<td>3, 7</td>
</tr>
<tr>
<td>3. Demonstrate ability to evaluate what determines foreign exchange rates and identify strategic responses a firm can take to deal with foreign exchange movements; Discuss the role of international trade and international trade barriers(PLO7d)</td>
<td>Presentations.</td>
<td>7</td>
</tr>
<tr>
<td>4. Demonstrate ability to develop an effective Business plan.(PLO 3e)</td>
<td>Presentations Term Paper</td>
<td>2, 3</td>
</tr>
<tr>
<td>Ability to understand the secret of finding and keeping good employees and how to use performance appraisal in human resource management. (PLO 4f)</td>
<td>Presentations.</td>
<td>4</td>
</tr>
<tr>
<td>Explain information technology: Its importance, influences, problems and prospects (PLO 6f)</td>
<td>Presentations.</td>
<td>6</td>
</tr>
<tr>
<td>Acquire knowledge of ethical and social responsibilities of organizations: concern for society’s welfare as well as for corporate profit. (PLO 1i)</td>
<td>Presentations.</td>
<td>1</td>
</tr>
</tbody>
</table>
EVALUATION TECHNIQUES:

Final course grade will be a combination of presentations, written critic of presentations, participation, contributions at class discussions, and final term paper.

GRADING SYSTEM:

Class Presentations………………………………….60%
Group Project……………………………………………. 30%
Presentation Evaluation Rubric……………………………………..10%

Total…………………………………………………100%

The following grading scale will be used: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below.

Oral Presentation: (See Presentation Rubric)

As soon as “drop and add” is over and the class strength (number) is confirmed, students will be assigned two special seminar topics as chosen by the class professor. These topics will cover all known areas of Management. Students will conduct a thorough research on the assigned topic and make presentation to the class using a well prepared power point. Presenting student should be well dressed, eloquent and well versed in the topics assigned them. At the end of each class, fellow students will evaluate the presenter using presentation evaluation rubric provided below by the professor.
# Shaw University
## Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Presenters Name: ___________________</th>
<th>Date: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluators Name: ___________________</td>
<td>Topic’s Title: ________________</td>
</tr>
<tr>
<td>Professor: Dr. Nnamdi Onuorah</td>
<td></td>
</tr>
</tbody>
</table>

### Content
- Presentation content clearly follows the written paper upon which it is based (if applicable)
- Topic is relevant and addresses assignment specifications
- Content presented is comprehensive, accurate, and believable
- Key points are noted
- Topic is researched adequately

**Total Maximum Score = 50**

**Student Score: ______________**

### Organization/Structure
- Presentation is well-organized, clear, and effectively structured
- If this is a group presentation, it is integrated rather than being a disjointed series of individual projects
- There is an introduction to gain in audience’s attention and explain the purpose of the presentation

**Total Maximum Score = 20**

**Student Score: ______________**

### Style/Presentation/Appearance
- Dress and grooming are appropriate to the setting
- Non-Verbal cues/gestures are appropriate to presentation and flow of ideas
- Content knowledge/ confidence are evident
- Time was well used/ not rushed

**Total Maximum Score = 10**

**Student Score: ______________**

### Use of Visual Aids
- Visual aids are used where appropriate
- Visual aids are appropriately professional given the presentation’s context
- They are easy to see/read
- Media are used correctly—i.e., overheads, videos, computer generated slides, charts, etc.
- Visual aids contribute to the overall effectiveness of the presentation

**Total Maximum Score = 10**

**Student Score: ______________**

### Audience Participation
- The presenter(s) involved the audience and solicited feedback
- Questions from the audience are effectively addressed and answered correctly

**Total Maximum Score = 5**

**Student Score: ______________**

### Adherence to Time Limit
- The presenter(s) stayed within the allotted time limit (Failure to do so may result in a deduction of points)

**Total Maximum Score = 5**

**Student Score: ______________**

**Total Score: ______________**
Group Project:

**TOPIC: BUSINESS PLAN:** Create a hypothetical Business Plan for a product/service organization of your choice using the outline provided.

Each team of students (team size to be determined by instructor) will be required to create a hypothetical Business Plan for a product/service organization of their choice using the outline provided. The paper will be typewritten in APA style and double-spaced with proper citations and bibliography. It will reflect your critical thinking, originality, and use of proper grammar and punctuations. Your grade will be based on the assessment rubric below.

The team must also complete, sign and submit a Team Charter Agreement no later than a month from the start of the semester. The team charter is worth 5 points and will include information on all group members, how to handle possible team conflicts, and the part each team member will play.

<table>
<thead>
<tr>
<th><strong>Business Plan Assessment Rubric</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced (4 points)</strong></td>
</tr>
<tr>
<td>Product/Service plan is extremely inventive, very workable and well thought out.</td>
</tr>
<tr>
<td>Prototype is exceptionally imaginative, workable, cost-efficient and striking.</td>
</tr>
<tr>
<td>Plan is extremely well laid out, showing cost per material, marketing costs, and profit. Very easy to read and follow. Realistic and feasible.</td>
</tr>
</tbody>
</table>

**Reading Assignments:**

Each student is expected to read all assigned material **prior to class** and fully participate in class discussions and activities. To insure that students read their texts, there will be questions on each exam from the text that may not be covered in class. Students may also be assigned readings from professional journals, newspapers, news magazines, periodicals or the internet during the course of the semester.

**Class Attendance:** The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's
responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

<table>
<thead>
<tr>
<th>Time Class Meets Per Week</th>
<th>Unexcused Absences Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences

<table>
<thead>
<tr>
<th>Number Greater Than Excused Absences</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

**Class Participation:** Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction/ participation in classroom learning activities</strong></td>
<td>Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion</td>
<td>Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused</td>
<td>Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive</td>
<td>Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read</td>
<td>Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class</td>
</tr>
<tr>
<td><strong>Engagement in the electronic/ email learning forum</strong></td>
<td>Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task</td>
<td>Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum</td>
<td>Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums</td>
<td>Misses more than two assignments. Some difficulty accessing and using electronic learning forums</td>
<td>Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum</td>
</tr>
<tr>
<td><strong>Professional attitude and demeanor</strong></td>
<td>No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students’ points-of-view, alert in classroom, enthusiastic for work</td>
<td>Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices</td>
<td>Minimally disruptive and disrespectful, sometimes lethargic in the classroom</td>
<td>Disruptive and disrespectful, rarely enthusiastic</td>
<td>Not respectful and courteous, alert or enthusiastic in the classroom</td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td>0-2 times tardy</td>
<td>3-4 times tardy</td>
<td>5-6 times tardy</td>
<td>7-8 times tardy</td>
<td>9-10 times tardy</td>
</tr>
</tbody>
</table>
Course Plagiarizing/Cheating:
Plagiarism (using another’s work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course.

If you have questions about the concept of plagiarism please use the Purdue website listed on Blackboard and/or talk with your instructor.

Learning Resources / Library
Learning resources to help students succeed academically are available through the Shaw University Library. Learning Resources Center (LRC) offers print resources, books, and periodicals for research. Circulating books may be requested for use through the LRC Specialist.

Library resources are also available online. The online search tool EBSCO Host and other LRC resources can be accessed through the university’s website at http://www.shawu.edu/Academics/James_Cheek_Learning_Resource_Center.aspx. They provide thousands of full text periodicals, over 25,000 electronic books, radio and TV transcripts, the complete Encyclopedia Britannica, access to the Shaw University library catalog, online tutorials, and useful links to Internet resources. A tour of the LRC is highly recommended and can be scheduled through your LRC Specialist.

Student Classroom Decorum Expectations
To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.
LEARNING TEAM CHARTER AGREEMENT
BUS 498-SEMINAR IN BUSINESS MGT

All team members participated in the creation of this charter and agree with its contents □ (Please check)

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Dates s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Team Members/Personal Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Team Member Skill Inventory**
(Areas individual members can contribute/want to develop)

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

**Learning Team Goals**
(May include project assignment goals, group process goals, quality level goals, etc.)

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

What are potential barriers to the achievement of these goals?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

**Ground Rules**
Meeting schedule, locations, attendance expectations, agenda, assignment completion, communication methods, etc.
Suggested ground rules:

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
Conflict Management
What are potential conflicts that might arise among or between team members during this course? How will team members deal with these and other conflicts?