

University of Macau
Faculty of Science and Technology
Department of Computer and Information Science
SFTW450 Introduction to Management Concepts
Syllabus
1st Semester 2012/2013
Part A – Course Outline

Compulsory course in Computer Science

Catalog description:

(3 credits) The course introduces the basic concepts and theories of management. The course covers the main issues of management in the areas of planning, organizing, leading, and controlling, and also the strategic aspects of management.

Course type:

- Theoretical

Prerequisites:

- None

Textbook(s) and other required material:

- A. Kinicki & B. Williams, *Management: a practical introduction*, 5th Ed. (ISE), McGraw Hill 2009.

References:

- None

Major prerequisites by topic:

- None

Course objectives:

- To enhance students knowledge of management world by introducing its concepts and theories. [d, f, g, h, i, j]
- To allow students to understand, integrate and assimilate the different functions of management. [d, f, g, h, i, j]
- To improve students potential to be a more effective and efficient employee in a real world. [d, f, g, h, i, j]
- To improve students critical and analytical thinking regarding managerial decisions and issues. [d, f, g, h, i, j]
- To improve decision making process and problem solving by the application of the course material. [d, f, g, h, i, j]

Topics covered:

- **What is a Manager? (4 hours):** Introduction of manager and management. Functions, skills and activities
- **Brief Introduction of Management Theory (2 hours):** Essential Background of Management Theory, Classical, Behavioral and Quantitative viewpoints, and Systems, Contingency and Quality-Management viewpoints.
- **The Environment of Management (4 hours):** Work Environment, Ethical Responsibilities, and Managing across borders.
- **Planning and Strategic Management (4 hours):** Foundations of Planning and Strategic Management.
- **Individual & Group Decision Making (4 hours):** Definition and comparison
- **Introduction to Human Resource Management (4 hours):** What is? How important it is? Making things happen.
- **Organizational Change & Innovation (4 hours):** Foundations of Organizational System, Causes and consequences.
- **Leading (4 hours):** Managing individual differences, motivation, leadership and communication.
- **Controlling Techniques for Enhancing Organizational Effectiveness (4 hours):** Foundations of Controlling.

Class/laboratory schedule:

Timetabled work in hours per week			No of teaching weeks	Total hours	Total credits	No/Duration of exam papers
Lecture	Tutorial	Practice				
3	Nil	Nil	14	42	3	1 / 2 hours

Student study effort required:

Class contact:	
Lecture	34 hours
In-class assignment / Case Study/ Mid-term exam	8 hours
Other study effort	
Self-study	24 hours
e-Quizzes	8 hours
Project / Case study	8 hours
Total student study effort	82 hours

Student assessment:

Final assessment will be determined on the basis of:

In-class exercises and e-Quizzes - 20% Project - 20% Mid-term - 20% Final exam - 40%

Course assessment:

The assessment of course objectives will be determined on the basis of:

- In-class exercises, e-Quizzes, project, and exams
- Course evaluation

Course outline:

Weeks	Topic	Course work
1-2	What is a Manager? Introduction of manager and management. Functions, skills and activities.	
2-3	Brief Introduction of Management Theory Essential Background of Management Theory, Classical, Behavioral and Quantitative viewpoints, and Systems, Contingency and Quality-Management viewpoints.	Project, In-class exercise
3-4	The Environment of Management Work Environment, Ethical Responsibilities, and Managing across borders.	e-Quizzes, In-class exercise
5-6	Planning and Strategic Management Foundations of Planning and Strategic Management.	e-Quizzes, In-class exercise
7-8	Individual & Group Decision Making Definition and comparison.	e-Quizzes
8-9	Introduction to Human Resource Management What is? How important it is? Making things happen.	Mid-term
10-11	Organizational Change & Innovation Foundations of Organizational System, Causes and consequences.	e-Quizzes, In-class exercise
12-13	Leading Managing individual differences, motivation, leadership and communication.	e-Quizzes, In-class exercise
13-14	Controlling Techniques for Enhancing Organizational Effective Foundations of Controlling.	e-Quizzes

Contribution of course to meet the professional component:

This course prepares students to understand the impact of managerial issues on their professional activities, allowing them to be more effective professionals in the real world.

Relationship to CS program objectives and outcomes:

This course primarily contributes to the Computer Science program outcomes that develop student abilities to:

- (f) an understanding of professional, ethical, legal, security and social issues and responsibilities.
(j) a knowledge of contemporary issues.

The course secondarily contributes to the Computer Science program outcomes that develop student abilities to:

- (d) an ability to function effectively on multi-disciplinary teams.
(g) an ability to communicate effectively.
(h) the broad education necessary to understand the impact of computing solutions in a global, economic, environmental, and societal context.
(i) a recognition of the need for, and an ability to engage in life-long learning.

Relationship to CS program criteria:

Criterion	DS	PF	AL	AR	OS	NC	PL	HC	GV	IS	IM	SP	SE	CN
Scale: 1 (highest) to 4 (lowest)												1		

Discrete Structures (DS), Programming Fundamentals (PF), Algorithms and Complexity (AL), Architecture and Organization (AR), Operating Systems (OS), Net-Centric Computing (NC), Programming Languages (PL), Human-Computer Interaction (HC), Graphics and Visual Computing (GV), Intelligent Systems (IS), Information Management (IM), Social and Professional Issues (SP), Software Engineering (SE), Computational Science (CN).

Course content distribution:

Percentage content for			
Mathematics	Science and engineering subjects	Complementary electives	Total
0%	0%	100%	100%

Persons who prepared this description:

Mr. Miguel Gomes da Costa Junior

Part B – General Course Information and Policies

1st Semester 2012/2013

Instructor: Mr. Miguel Gomes da Costa Junior
Office hour: by appointment
Email: mcosta@umac.mo

Office: N327B
Phone: 8397 4378

Time/Venue: Mon-Thu (15:00-16:30)/RLG209

Grading distribution:

Percentage Grade	Final Grade	Percentage Grade	Final Grade
100 - 93	A	92 - 88	A–
87 - 83	B+	82 - 78	B
77 - 73	B–	72 - 68	C+
67 - 63	C	62 - 58	C–
57 - 53	D+	52 - 50	D
below 50	F		

Comment:

The objectives of the lectures are to explain and to supplement the text material. Students are responsible for the assigned material whether or not it is covered in the lecture. Students who wish to succeed in this course should read the textbook (chapter related) prior to the lecture, should work all in-class exercises and e-quizzes (homework) and should made use of the material provided at UMMoodle. You are encouraged to look at other sources (such as other textbooks, websites, etc.) to complement the lectures and text.

Homework policy:

The completion and correction of the in-class exercises and e-quizzes are a powerful learning experience.

- In-class exercises will be used to review lectures.
- E-quizzes are electronic homework exercises. They have periods for completion that must be respected. No late submission is accepted.

Project (Case Study):

A case study will be assigned as a group project. Students must answer the questions related with a case study and present it to the class.

Exams:

One mid-term exam with 80 minutes duration and one final exam with 120 minutes duration will be held during the semester. Mid-term exam is close book, while final exam is open book. More details will be provided closer to the examinations.

Note:

- The lecture session is an important part of this course and attendance is compulsory. At most 20% absence without leave is allowed.
- Check UMMoodle (ummoodle.umac.mo) regularly for announcements, e-quizzes and lectures. Report any mistake on your grades within one week after posting.
- No make-up exam will be given except for CLEAR justification such as medical proof.
- Cheating and plagiarism are absolutely prohibited by the university.
- Please refer to *RULES on Handling Student Academic Dishonesty*:
 - [http://www.umac.mo/reg/notices/RHSADishonesty\(chi\).pdf](http://www.umac.mo/reg/notices/RHSADishonesty(chi).pdf)
 - [http://www.umac.mo/reg/notices/RHSADishonesty\(eng\).pdf](http://www.umac.mo/reg/notices/RHSADishonesty(eng).pdf)
 - [http://www.umac.mo/reg/notices/RHSADishonesty\(port\).pdf](http://www.umac.mo/reg/notices/RHSADishonesty(port).pdf)

Appendix:

Rubric for Program Outcomes

Rubric for (d)	5 (Excellent)	3 (Average)	1 (Poor)
Ability to work in teams	Performance on teams is excellent with clear evidence of equal distribution of tasks and effort as well as frequent meetings of the team members.	Performance on teams is acceptable with one or more members carrying a larger amount of the effort as well as infrequent meetings of the members or one or more members being absent from several meetings.	Performance on teams is poor to unacceptable with one or two members clearly carrying the majority of the effort as well as inadequate team meeting or one or more members missing the majority of the meetings.
Rubric for (f)	5 (Excellent)	3 (Average)	1 (Poor)
Group relations	Understand how to critique and analyze tradeoffs and constraints with respect to conflict of interest, bribery, professional dissent, authorship, and discrimination.	Have partial knowledge of conflict of interest, bribery, professional dissent, authorship, discrimination but cannot apply it in practice correctly.	No awareness of conflict of interest, bribery, professional dissent, authorship, and discrimination.
Rubric for (g)	5 (Excellent)	3 (Average)	1 (Poor)
Professional impact	Student's/Team's/Group's document(s)/presentation(s) is/are considered to be of professional quality.	Student's/Team's/Group's document(s)/presentation(s) is/are considered acceptable for college level work.	Student's/Team's/Group's document(s)/presentation(s) is/are considered unacceptable for college level work.
Written component	Document is nearly error free with sophisticated use of vocabulary, formatted properly, with well-developed concise sentences and paragraphs.	Document contains some errors with a somewhat colloquial vocabulary, minor formatting issues, with some organizational issues that do not interfere with communication.	Document contains many errors, very colloquial vocabulary, with severe organizational issues that interfere with communication. Document would be considered unacceptable.
Oral component	Presentation is consistent, uniform, clear, direct, complete and captivating with very clear fonts and graphics with an excellent layout that clearly presents the technical content.	Presentation is somewhat inconsistent between speakers, occasionally difficult to hear, with an acceptable layout containing acceptable fonts and graphics that adequately presents the technical content.	Presentation is very inconsistent between speakers, difficult to hear with a poor layout containing illegible fonts and graphics that poorly presents the technical content. Would be considered unacceptable.
Rubric for (h)	5 (Excellent)	3 (Average)	1 (Poor)
Scope of content	Students will demonstrate material, items, or topics characterized by a sophisticated array of information, insight, and understanding.	Students demonstrate significance reflecting an acceptable degree of perception and thoughts.	Students have limited abilities to relate, incorporate, or demonstrate knowledge of subject with a dynamic breadth.
Rubric for (i)	5 (Excellent)	3 (Average)	1 (Poor)

Analysis/ evaluation	Detailed analysis accounting for all the information and conclusions are well supported.	Some analysis done but somewhat shallow; some supporting evidence.	Analysis simply involves restating gathered information; claims not supported by evidence.
Rubric for (j)	5 (Excellent)	3 (Average)	1 (Poor)
Relevance to the present time	Student displays an understanding of the theoretical or practical impact and an ability to correlate a subject, perception, communication, association and reasoning from a global and societal perspective.	Student is able to display an understanding of current topics and issues with some knowledge regarding their impact in a bigger global and societal sense.	Student has difficulty demonstrating an awareness or familiarity with current topics and issues relevant to most current global and societal affairs.