

## **EBUS 5070-7070 Office Management CTL Components**

Problem-based Learning  
Inquiry-based Learning  
Collaborative or Cooperative Learning

Students form “*Case Analysis Teams*” (*CATs*) consisting of 5 members per team. These teams work together to analyze and discuss solutions to selected case studies. Each team selects two case studies, one from each of two chapters of interest to the team. Teams do not select the same cases. Chapters not selected are used as “in-class” group discussion assignments. Each team selects a recorder and a facilitator. The facilitator manages all team activities which lead to development of the team’s analysis and discussion including managing the team’s activities, keeping the team on focus, delegating responsibility as necessary, and serves as the team’s “speaker” when the team’s analysis is presented to the class. The recorder prepares and submits a typewritten summary of the team’s analysis. The facilitator and recorder positions rotate between the two chapters/cases selected. *CATs* are allowed 15-30 minutes each class meeting to present and “sell” their analysis, plan, solution, or ideas to their prospective clients—the other members of the class. This sales approach may include use of various types of media or other creative formats.

Project-based Learning

Each student selects two articles for critique that deal with aspects of office management that might apply to them or to the students they will teach--as office managers. However, the content of each article critiqued must relate to an aspect of office management presented in the textbook. Students must maintain a common theme for both critiques. Students are required to cite 2-3 articles that substantiate or refute the issues or recommendations presented by the author(s) in the article(s) they critique. Students are selected or volunteer at random to openly discuss their critiques.

Authentic Assessment

Typewritten summaries of case analyses are evaluated by the professor using the “*CATs Evaluation Criteria*,” a rubric available on the web site for the course. Critiques are assessed using grading criteria provided through a rubric available on the course web site. All team members are required to evaluate each other at the end of the semester using the “*CAT Member Peer Evaluation*” form also available on the web site.

**EBUS 5070-7070 Office Management**

4:30 p.m.-7:15 p.m. Tuesday – Room 0064

Dr. M. N. Womble, Associate Professor

207 River's Crossing Telephone: 542-4091 mwomble@arches.uga.edu  
Office Hours: Tuesday & Thursday 11:30 a.m.-2:00 p.m. Others by appointment only

**SYLLABUS**

**Course Description**

Office management, including practices, supervision, information management, methods and procedures, job organization, evaluation, selection, and training of office personnel. Offered Spring Semester. 3 hours. (2000-2001 Undergraduate Bulletin, page 396 and 2000-2001 Graduate Bulletin page 301).

**Overview**

New thinking has emerged to redefine the office. Instead of a place where clerical work is performed, the office is now viewed more broadly as a place where information-related operations occur. The pace of change in information technology, so swift and universal in the 1970s and 1980s, accelerated in the 1990s and is expected to increase even more in this millennium. This means that students preparing for business careers, as well as workers on the job seeking positions in management, need to be on the "cutting edge" of technology and human relations to maximize the use of information tools and procedures in their work.

This course introduces students to the fundamentals of effective management including basic principles of management, problem solving, and communications needed to administer the office function. People and their role in using tools of information technology to increase productivity is stressed. Concepts needed to understand the services used by successful office administrators and how office managers evaluate the productivity of their office systems are emphasized. Current trends and issues in office management such as restructured office systems, workplace training needs, groups, teamwork, conflict issues and emerging management practices are emphasized.

**Required Text**

Odgers, P. & Keeling, B. L. (2000). Administrative office management (12th ed.). Cincinnati, OH: South Western.

**Course Objective**

To develop an understanding of the main elements in the process of office management, and how those processes are associated and applied.

**General Objectives**

Upon completion of this course students should be able to:

1. Demonstrate readiness for the challenging manager role required to work in the modern, information-oriented, technology-based office setting, including managing a diverse workforce.
2. Demonstrate a professional attitude toward work by keeping materials organized, submitting work to meet deadlines, being on time for class, and exhibiting good office (classroom) behavior.

3. Demonstrate understanding of group dynamics by interacting positively as a team member, sharing team member responsibilities, and following and providing team leadership when necessary.

### **Behavioral Objectives**

1. Given a variety of individual application assignments and discussions, students should be able to understand and effectively demonstrate and/or apply basic concepts and principles of office management.
2. Given written objective quizzes based on office management principles, concepts, and processes; students should be able to pass quizzes with a minimum of 70 percent accuracy.
3. Given a variety of opportunities for case analyses, group discussions, and presentations, students should be able to identify and understand basic office management concepts and trends.
4. Given a variety of opportunities for case analyses, group discussions, and presentations, students should be able to understand and/or apply leadership and communication skills, as well as understand concepts necessary to manage human resources and office environment issues.
5. Given a final written examination upon completion of the course, students should be able to pass the examination with a minimum of 70 percent accuracy.

### **ORGANIZATION/EVALUATION**

**Class Participation.** Students are expected to lead and support discussion about each assigned chapter. Each learner is responsible for reading each of the assigned chapters identified on the attached *Tentative Schedule of Activities*, prior to the date shown for their discussion. Students should arrive prepared to discuss and interact individually and/or in a group setting. A project to accompany each chapter discussed is identified on the Tentative Schedule of Activities. These projects will be distributed in class or available on the web site the week before they are to be discussed. Students will be selected at random or may volunteer to share their responses to the projects (5 percent).

**Written Objective Quizzes.** A short quiz based on each chapter discussed will be given at the end of each Tuesday class session. Students are urged to carefully read each assigned chapter and participate in class discussions/lecture in preparation for quizzes (15 percent).

**Case Study Summaries.** Students will form “*Case Analysis Teams*” (CAT) consisting of 5 members per team. These teams will work together to analyze and discuss solutions to selected case studies. Each team will select two case studies, one from each of two chapters of interest to the team. Teams may not select the same cases. Chapters not selected may be used as “in-class” group discussion assignments.

Each team will select a recorder and a facilitator. The facilitator will manage all team activities which lead to development of the team’s analysis and discussion including managing the team’s activities, keeping the team on focus, delegating responsibility as necessary, and will serve as the team’s “speaker” when the team’s analysis is presented to the class. The recorder will prepare and submit a typewritten summary of the team’s analysis. The facilitator and recorder positions should rotate between the two chapters/cases selected. The typewritten summary will be evaluated by the professor using the “*CAT Evaluation Criteria*” available on the web site (35 percent).

CATs will be allowed 15-30 minutes each Tuesday to present and “sell” their analysis, plan, solution, or ideas to their prospective clients—the other members of the class. This sales approach may include use of various types of media or other creative formats. Time allowed for presentations may be adjusted based on enrollment and number of teams. You are encouraged to do the best job that you can do as a team. Working together as a case analysis team is challenging, yet it should be made enjoyable for the team (you) and the clients (your

classmates). All team members will be required to evaluate each other at the end of the semester using the “CAT Member Peer Evaluation” form available on the web site (5 percent).

**Office Management Article Critiques.** As you prepare for your upcoming role as a manager (or teacher of future managers), you should begin early to gather resources useful for accomplishing the challenges you will face. One of the ways you can do this is to begin reviewing the literature that is associated with administration and management. Therefore, each student will select two articles for critique. In particular, select articles that deal with aspects of office management that might apply to you (or your students) as an office manager. However, the content of each article critiqued must relate to an aspect of office management presented in the textbook. Maintain a common theme for **both** critiques. The first critique is due at mid session, February 27<sup>th</sup>. The second critique is due at the time of the final examination, May 8<sup>th</sup>.

During your written discussion in either of the topic areas of the critique (*see Format for Written Critiques*), cite 2-3 articles that substantiate or refute the issues or recommendations presented by the author. Critiques must be typewritten using the *Format for Written Critiques*. The body of the written critiques must be no more than two, single spaced pages, accompanied by a third page for references. Use the Times New Roman font, 12 point, with 1 inch margins. A copy of the articles read, including the article critiqued, should be attached when submitted. Check the course’s WebCT site for the critique grading criteria/rubric. An example of a critique previously submitted by a student is also available on the web site. Students will be selected or may volunteer at random to openly discuss their critiques—be prepared (40 percent).

Evaluation Summary	
Class participation	5 percent
Written objective quizzes	15 percent
Case study summaries	35 percent
CAT member self evaluation	5 percent
Office management article critiques	40 percent
Total	

## WEBCT SITE

Each student will be assigned a user name and password access to the WebCT site for this course. To remain current with class activities, each student is expected to access this site on a regular basis, from whatever location is available (home, office, lab). Messages, information or materials for assignments, links to Internet sites for use in assignments, study guides, and other important information/materials will be available from this site. Since this class meets only once a week, visiting this site several times during the week for updates is advised. Students are encouraged to use the various AOM Chat Rooms to communicate with team and class members outside of class time.

## CLASS ATTENDANCE

“Students are expected to attend classes regularly. A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor: (*Undergraduate Bulletin, 2000-2001, page 40*). More than one (1) absence during the semester is considered excessive. **Even if absent, all work is still expected on the due date.**

### **CLASSROOM PROCEDURES**

1. Working on assignments for this or any other class *during* class is not permitted.
2. No grade of “I” (Incomplete) will be given.
3. Please observe the attached *Tentative Schedule of Activities* for this course. Changes will be made as necessary and posted to the course’s WebCT bulletin board.
4. Do not hesitate to ask questions. Remember, the professor is here to help in any way possible. Feel free to send e-mail or call if you have any questions outside of class hours. If you need office time outside of scheduled office hours, appointments in advance are required.
5. Each member of a team is expected to make an equitable contribution to all assignments.

*\*This syllabus is subject to change.*