

# Syllabus

for course at first level

**Principles of Management**  
**Principer för management**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE1202
<b>Valid from:</b>	Autumn 2014
<b>Date of approval:</b>	2011-07-08
<b>Changed:</b>	2014-09-29
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G1N - First cycle, has only upper-secondary level entry requirements

## Decision

This syllabus was approved by the Director of Undergraduate Studies at Stockholm University School of Business 2011-07-08, revised by the Head of Education 2014-09-29.

## Prerequisites and special admittance requirements

Swedish upper secondary school courses English B, Mathematics C and Social Sciences A or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
1202	Principles of Management	7.5

## Course content

This course aims at providing students an understanding of organizational theories. The world is organized – everything and everyone participates in organized life, be it by taking the bus to university, having dinner with your family – or solving complex strategic problems within a team of consultants. But organizations are complex: their environments change, members come and go, people learn and develop. As a consequence, to understand organizations we need not just one, but several theories. This course offers insights into some influential organization theories by several means: by reading, by working in teams, and by analyzing organizations.

## Learning outcomes

Intended Learning Outcomes

The overall aim of the course is to enable students to analyse organizations using various theories.

Upon completion of the course, students should be able to:

Knowledge and understanding

1. Remember and understand organization theories provided throughout the course, including recognising, describing, comparing, explaining, and exemplifying theories and related concepts in coherent, analytical, academic texts in English.

Skills and abilities

2. Applying theories and perform analyses individually and in groups, including discussing implementation and predicting potential outcomes in consideration of relevant methodological concerns, and judging and formulating in written form the academic quality of the hand-ins of students.
3. Write formal texts in English based on the interpretation of data and evidence from different sources.

#### Judgement and approach

4. Evaluate theories and real-life and fictional situations in relation to each other to assess potential drawbacks and opportunities as well as generating coherent and theoretically founded solutions.

#### Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload (model: 40 hours per week equivalent to 1,5 ECTS) is allocated as follows:

Teacher-led lectures: 22 hours  
Teacher-led seminars: 10 hours  
Teaching & Learning activity in the form of group projects: 18 hours  
Self-studies: 146 hours  
Assessment: 4 hours

Total workload: 200 hours equivalent to 7,5 ECTS.

The language of instruction is English.

Please note that all teaching and learning activities - such as lectures, seminars, assignments and assessment tasks – are carried out in English when the language of instruction is English.

#### Forms of examination

Assessment for the course will be continuous and is carried out throughout different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

#### Assessment tasks

The course contains the following weighted assessment tasks.

1. Individually written final exam: assesses intended learning outcomes 1–4; constitutes 65 % of total course points.
2. Case Assignment 1: Assesses intended learning outcomes 1–3; constitutes 10 % of total course points.
3. Case Assignment 2: Assesses intended learning outcomes 1–3; constitutes 10 % of total course points.
4. Case Assignment 3: Assesses intended learning outcomes 1–3; constitutes 10 % of total course points.
5. Academic English: Assesses intended learning outcome 3; constitutes 5 % of total course points.

#### Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Assessment task 1 is assessed on a 100-point scale.

Assessment tasks 2–4 are assessed on a 100-point scale in three intervals:

- Pass with distinction: 100% = 100 points.
- Pass: 50% = 50 points.
- Weak: 50% = 0 points.

Assessment task 5 is assessed on a 100 point scale in two intervals:

- Pass: 100% = 100 points.
- Weak: 50% = 0 points.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained.

The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

#### A (Excellent) ☐

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

#### B (Very Good) ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

#### C (Good) ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

**D (Satisfactory)** ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

**E (Sufficient)** ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

**Fx (Fail)** ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

**F (Fail)** ☐

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

**Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

**Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

**Required reading**

Required Reading

- Mintzberg, Henry (2009) Structure in Five – Designing for Effective Organizations, Harlow Pearson Education Limited, ISBN: 978 1 84776 666 3.
- Wilson, Fiona (2010). Organizational Behavior and Work, Oxford University Press, ISBN:978-91-47-08770-9.
- Bryman, Alan, Social Research Methods, Oxford University Press, Forth edition ISBN: 9780199588053.
- Information about additional articles will be provided during the course. Cases will be provided if necessary.