



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of State Administration Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Principles of Management	6320103014	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	July 1, 2023																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Trenda Aktiva Oktariyanda, S.AP., M.AP.		Eva Hany Fanida, S.AP., M.AP.			Eva Hany Fanida, S.AP., M.AP.																																																																																				
Learning model	Case Studies																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																									
	PLO-9	Master the theoretical concepts of public sector management to realize the values of good governance.																																																																																								
	PLO-11	Contribute to improving the quality of life in society and the state.																																																																																								
	PLO-15	Able to utilize information technology in managing organizations.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Able to master theoretical concepts of management principles in organizational management																																																																																								
	PO - 2	Able to utilize information technology in management principles in managing organizations																																																																																								
	PO - 3	Able to organize activities in applying management principles																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>P.O</td> <td>PLO-9</td> <td>PLO-11</td> <td>PLO-15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-9	PLO-11	PLO-15				PO-1							PO-2							PO-3																																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	This course provides a basic understanding of the nature, basic concepts, historical development, relationship between management and other fields of science, the management environment and essential matters in organizational management practice, which include: management functions, decision making, and managerial skills.																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> 1. Andrew J. Dubrin. Essential of Management. 2011. South-Western College Publisher. 2. Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson. 																																																																																									
	Supporters:																																																																																									

Supporting lecturer		Dra. Meirinawati, M.AP. Eva Hany Fanida, S.AP., M.AP. Dr. Suci Megawati, S.IP., M.Si. Trenda Aktiva Oktariyanda, S.AP., M.AP. Galih Wahyu Pradana, S.A.P., M.Si. Melda Fadiyah Hidayat, M.P.A. Ahmad Nizar Hilmi, S.AP., MPA. Revienda Anita Fitri, S.I.P., M.P.A.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the dimensions of management	- Explain the importance of management for organizations. - Explain the definition of management. - Explain the functions of management.	Criteria: Assess understanding of management dimensions Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: Dimensions of Library Management: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	5%
2	Understand the role and function of managers	- Explain the difference between a manager and a leader - Explain the types/levels of managers. - Explain the functions of each level of manager. - Explain the role of the manager. - Explain the skills that managers must have according to their level.	Criteria: Assess understanding of the manager's role and functions Form of Assessment : Project Results Assessment / Product Assessment	- Pulpit lecture - Question and answer - Discussion 6 X 50		Material: Roles and Functions of Library Manager: <i>Andrew J. Dubrin. Essentials of Management. 2011. South-Western College Publishers.</i>	5%
3	Students are able to explain the development of management thinking from pre-classical, classic, behavioral, quantitative and contemporary.	Accuracy in explaining the development of management thinking.	Criteria: Accuracy in explaining the development of management thinking. Form of Assessment : Participatory Activities	Lectures and discussions. 3 x 50	- -	Material: Development of Management Thought Library: <i>Andrew J. Dubrin. Essentials of Management. 2011. South-Western College Publishers.</i>	5%
4	Understand management approaches	- Explain the classical management approach. - Explain modern management approaches.	Criteria: Assess understanding of management approaches Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 6 X 50		Material: Library Management Approach : <i>Andrew J. Dubrin. Essentials of Management. 2011. South-Western College Publishers.</i>	7%
5	Students can gain knowledge about problem solving and decision making based on models, processes and types.	Accuracy in explaining basic concepts of problem solving and decision making.	Criteria: Accuracy in explaining basic concepts of problem solving and decision making. Form of Assessment : Project Results Assessment / Product Assessment	Discussions and lectures. 3 x 50	- -	Material: Problem Solving and Decision Making. Bibliography: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	5%

6	Understand the planning function	- Explain the urgency of organizational planning. - Explain the organizational planning process. - Explain the level of organizational planning. - Explain the structure of the organizational plan. - Explain organizational planning requirements	Criteria: Assess understanding of the planning function Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: Library Planning Function : <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	5%
7	Understand the organizing function	- Explain the urgency of the organizing function. - Explain the principles of organizing.	Criteria: Assess understanding of the organizing function Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: Library Organizing Function : <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	8%
8	Students are able to understand meeting material 1-7	Explain meeting material 1-7	Criteria: Weight of Question No. 1 to 5 = 20 Form of Assessment : Test	Written test 3 X 50		Material: Material 1-8 Bibliography: <i>Andrew J. Dubrin. Essentials of Management. 2011. South-Western College Publishers.</i>	10%
9	Understand actuation functions.	- Explain the urgency of the actuation function. - Explain the principles of actuation. - Explain the stages of actuation. - Explain the factors inhibiting actuation function. - Explain the factors supporting the actuation function.	Criteria: Assess understanding of actuation functions. Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: Actuation Function Reader: <i>Andrew J. Dubrin. Essentials of Management. 2011. South-Western College Publishers.</i>	5%
10	- Understand the controlling function.	- Explain the urgency of the controlling function. - Explain the principles of controlling. - Explain the levels of controlling. - Explain the controlling process.	Criteria: Assess understanding of the controlling function. Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 3 X 50		Material: Controlling Function Reader: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	5%
11	Understand the staffing function (HR management).	- Explain the urgency of staffing (HR arrangements) - Explain the components of the staffing system. - Explain the staffing process. - Explain the activities supporting the staffing process (HR planning and job analysis).	Criteria: Assess understanding of the staffing function (HR management). Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: Staffing Function (HR Management) Reference: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	5%

12	Understand the function of communication.	<ul style="list-style-type: none"> - Explain the urgency of communication in the organization. - Explain the function of organizational communication. - Explain the process. - Explain the classification of types - Explain the advantages and disadvantages of each type of communication. 	<p>Criteria: Assess understanding of communication functions.</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> - Pulpit lecture - Question and answer. - Discussion 3 X 50 		<p>Material: Communication Functions Reader: <i>Andrew J. Dubrin. Essentials of Management. 2011. South-Western College Publishers.</i></p>	7%
13	Understand the coordination function and span of management.	<ul style="list-style-type: none"> - Explain the three types of dependencies between organizational units (James D. Thompson) - Explain the urgency of the coordination function. - Explain the factors inhibiting the coordination function. - Explain the function of span management. - Explain the types of span management. - Explain the factors that influence management span. 	<p>Criteria: Assess understanding of the coordination function and span of management.</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> - Pulpit lecture - Question and answer - Discussion 6 X 50 		<p>Material: Coordination Functions and Range of Management Library: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i></p>	5%
14	Understand the coordination function and span of management.	<ul style="list-style-type: none"> - Explain the three types of dependencies between organizational units (James D. Thompson) - Explain the urgency of the coordination function. - Explain the factors inhibiting the coordination function. - Explain the function of span management. - Explain the types of span management. - Explain the factors that influence management span. 	<p>Criteria: Assess understanding of the coordination function and span of management.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> - Pulpit lecture - Question and answer - Discussion 6 X 50 		<p>Material: Coordination Functions and Range of Management Library: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i></p>	5%
15	Understand the process of delegation of authority in organizations.	<ul style="list-style-type: none"> - Explain the definition of authority. - Explain the sources of authority. - Explain the process of delegation of authority. - Explain the types of delegation of authority. - Explain the obstacles in delegating authority - Explain effective delegation of authority. 	<p>Criteria: Assess understanding of the process of delegation of authority in the organization.</p> <p>Form of Assessment : Practice / Performance</p>	<ul style="list-style-type: none"> - Pulpit lecture - Question and answer - Discussion 3 X 50 		<p>Material: Process of Delegating Authority in Organizations Library: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i></p>	8%

16	Students are able to do the UAS well.	Answers are explained appropriately	Criteria: Answers are explained appropriately. Form of Assessment : Test	Written Test 2 x 50	- -	Material: Material 9-15 Bibliography: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i> Material: Material 9-15 Bibliography: <i>Stephen Robbins and Mary KAY Recruiter. Management. 2015. Pearson.</i>	10%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	57%
2.	Project Results Assessment / Product Assessment	15%
3.	Practice / Performance	8%
4.	Test	20%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.