TEXAS A&M UNIVERSITY COMMERCE

SUMMER II: 2014
MGT 585—01W & 02W: MANAGEMENT SKILLS DEVELOPMENT

CLASSROOM: eCollege Web-Based Course
MEETING TIME: See Course Schedule for Assignment due Dates and Live Session Times
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed in the Central Time Zone (Commerce, TX) times.

Instructor:	**Dr. Brandon Randolph-Seng**
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Office & Hours:	**CBE 304; Tuesday 2:00-4:00 PM and/or by appointment**
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Phone:	**903-468-8696 (Office)**

**The best way to reach me or to make appointments is by MY TAMUC email
**Students are responsible for all announcements made BY EMAIL OR IN eCollege

REQUIRED TEXTBOOK:

Robbins, S.P., De Cenzo, D.A., & Coulter, M. 2013. Custom Edition of Fundamentals of Management (8th Edition) with Six Cases. Pearson.

Print Version ISBN: 9781256550464.
E-Book Version ISBN: 9781256773399.*

*Please note that this is a custom edition eBook and is available via the TAMU-Commerce bookstore.

(This is the edition that the university store sales, but the non-custom 8th edition from another store, like Amazon, will work as well)

COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:
This course is a project-based course emphasizing the development of the skills and knowledge required for successful managerial performance. It focuses on such areas as developing self-awareness, creative problem-solving, supportive communication, the use of power and influence, motivation techniques, and managing conflict. The quizzes, live sessions, and online discussions are designed to prepare you to complete the final project. Upon completion of this course, you should be able to:

- Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.
- Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams.
- Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts.

METHODS FOR ASSESSING EXPECTED LEARNING OUTCOMES:
Live session & online discussion participation, 4 quizzes, final project.

COURSE STRUCTURE
This course is entirely Web-based and will consist of a mixture of online group discussions, online lectures and quizzes. I've designed the course and thought carefully about the types of assignments and format that would be best suited to the course goals. **Nevertheless, the quality of the course will depend very much on the**

preparation and effort expended by all members of the course. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do. We will utilize the "Discussion Board" feature of eCollege. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. I will also facilitate live sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. PowerPoint slides for the live sessions will be available under the "Doc Sharing" tab. You should submit all of your work in a format that is compatible with **Microsoft Word** and post it in the appropriate "Dropboxes" when due.

COURSE SCHEDULE
A specific course schedule is included on page 5 of this syllabus.

GRADING

Component	Type	Value
Quizzes (4 @ 125/Each)	Individual	500 points (50%)
On-line Discussion Threads (24 @ 5/Each)	Individual	120 points (12%)
Recorded Session Papers (4 @ 20/Each)	Individual	80 points (8%)
Final Project	Individual	300 points (30%)
Course Total		**1000 points**

GRADING SCALE:

Points	Grade
895 - 1000	A
795 - 894	B
695 - 794	C

Incomplete - Must be previously agreed upon by student and instructor and initiated by the student administratively.
Withdrawal - Must be initiated by the student administratively.

PERFORMANCE COMPONENTS

QUIZZES: There will be four quizzes based on the readings that will be completed through eCollege on the dates indicated on the schedule below. During the time frame, once you click on the link in eCollege, you will be given 60 minutes to complete these quizzes on eCollege. There will be no make-up quizzes except for observance of religious holidays, sanctioned University events or underlined documented *serious* illnesses. It is your responsibility to make alternate arrangements with me *at least two weeks prior to the actual date of the religious holiday or University event*. There will be no makeup quizzes for any other reason, without a late deduction of 25% off the top of your final score.

DISCUSSION THREADS: Students are expected to participate in online class discussions and to help cultivate an environment that fosters other students' participation. Participation can take a variety of forms, including posing questions, answering questions, pointing out disagreements or inconsistencies that come up in the readings or in online class discussions, or sharing ideas you plan to express in your case analysis paper. **Your grade for the online discussion threads for each unit will be determined by whether you posted the required number of posts in the right timeframe. Specifically, two per Chapter (12 total).**

RECORDED LECTURES: For each Unit (4 total), you will listen to one previously recorded live sessions containing the material for a Unit. After listening, you will be required to submit on eCollege a 2-page summary/integration/reflection of the session by the time the Unit ends (1 per Unit is required, see schedule below).

LIVE SESSION PARTICIPATION: **On the days indicated on the schedule below, the live sessions will always begin at 8:30 PM Central time, so plan now to clear your schedule on those nights! Although attendance of the live sessions is optional, I would highly recommend taking the time to attend as I will focus on questions and course specifics. Sessions will typically last 30 min.**

FINAL PROJECT: The final project will apply your comprehension of the Robbins et al. text, the live session lectures, and the online discussions. For more information and the grading rubric, see Appendix A at the end of the syllabus.

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION:
Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a day. This is one way of "attending" the class. As mentioned earlier. I will also facilitate 4 live sessions throughout the course. Not only are you required to participate in the live sessions, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the live session: Click the "Live" tab at the top of the eCollege course screen.

SYLLABUS SUBJECT TO CHANGE STATEMENT:
I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the syllabus as written AND the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:
Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

TENETS OF COMMON BEHAVIOR STATEMENT:
All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

INSTRUCTOR EXPECTATIONS:
Students are required to meet the expectations listed below.
o **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during "electronic communication". Texas A&M-Commerce expects this from you, as do current and future employers. In particular, take special care when posting and responding to discussion board questions.

- o **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly and attend all live sessions.
- o **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the "assigned" date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME.** Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: "Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today." That will be the last time your manager gives you the opportunity to "shine" in front of a VP.
  3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished" or you will receive an automatic 0.
  4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- o **Back-ups Are Required:** You are required to back up all your assignments so that they can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- o **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- o **Make-up Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.

FINALLY: This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to **all** policies stated in this syllabus.

DATE	WORK ASSIGNED: READINGS/ASSIGNMENTS	ASSIGNMENTS DUE: BY 11:59 PM ON THIS DAY
1. July 7-8 INTRO & UNIT 1	R: Chapter 1—Managers and Management Become acquainted with the course on eCollege R: Chapter 3—The Management Environment Ch. 3 Discussion Threads	**Introduce self and ask any questions on discussion threads (by July 8)** 2 Dis Threads (by July 8)
2. July 9-10 UNIT 1	R: Chapter 4— Integrative Managerial Issues Ch. 4 Discussion Threads	**Listen to Recorded Session 1 & turn in paper by July 12 on eCollege** 2 Dis Threads (by July 10)
3. July 11-12 UNIT 1	R: Chapter 5—Foundations of Decision Making Ch. 5 Discussion Threads	2 Dis Threads (by July 12) Quiz 1 Open July 12-14 *Live Session 1 @ 8:30 PM Central July 12th*
4. July 14-15 UNIT 2	R: Chapter 7—Foundations of Planning Ch. 7 Discussion Threads	2 Dis Threads (by July 15)
5. July 16-17 UNIT 2	R: Chapter 8—Organizational Structure and Design Ch. 8 Discussion Threads	**Listen to Recorded Session 2 & turn in paper by July 19 on eCollege** 2 Dis Threads (by July 17)
6. July 18-19 UNIT 2	R: Chapter 9—Managing Human Resources Ch. 9 Discussion Threads	2 Dis Threads (by July 19) Quiz 2 Open July 19-21
7. July 21-22 UNIT 3	R: Chapter 11—Managing Change and Innovation Ch. 11 Discussion Threads	2 Dis Threads (by July 22)
8. July 23-24 UNIT 3	R: Chapter 12—Foundations of Individual Behavior Ch. 12 Discussion Threads	**Listen to Recorded Session 3 & turn in paper by July 26 on eCollege** 2 Dis Threads (by July 24)
9. July 25-26 UNIT 3	R: Chapter 13—Understanding Groups and Managing Work Teams Ch. 13 Discussion Threads	2 Dis Threads (by July 26) Quiz 3 Open July 26-28
10. July 28-29 UNIT 4	R: Chapter 14—Motivating and Rewarding Employees Ch. 14 Discussion Threads	2 Dis Threads (by July 29)
11. July 30-31 UNIT 4	R: Chapter 15—Leadership and Trust Ch. 15 Discussion Threads	**Listen to Recorded Session 4 & turn in paper by Aug 2 on eCollege** 2 Dis Threads (by July 31) *Live Session 2 @ 8:30 PM Central July 31st*
12. Aug 1-2 UNIT 4	R: Chapter 16—Managing Communication and Information Ch. 16 Discussion Threads	2 Dis Threads (by Aug 2) Quiz 4 Open Aug 2-4
13. Aug 4-7 CONCLUSION	R: Chapter 17—Foundations of Control ***WORK ON FINAL PROJECT***	**FINAL PROJECT DUE ON eCollege (Aug 7)**

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **R: ROBBINS ET AL. TEXT BOOK**

Appendix A:
Final Project

Introduction and motivation

(Why are we doing this?)

Most of you either currently work for a company and/or have worked for a company in which you have noticed problems, challenges, and issues arise in how the business is run. For this final exam you'll be asking yourself: Why would a manager even care about the information that was presented in the course? How are you really helping them? What would they value about what you learned?

You'll be doing some work to answer these questions in relation to a company you currently work for (or have worked for), and then preparing 15 points to demonstrate that you have gained:

1) an appreciation for managements' problems/challenges/issues and the contexts in which they arise;

2) a clear understanding of how the information in this course solves some of those problems/challenges/issues;

3) evidence that management values (or would value) the information presented; and

4) a plan for how you can improve the firm as a result of this information.

Directions

(Okay, so what do I have to do and how do I do it?)

Step 1: Review the company you work for (or have worked for) and what you have learned in the course

You likely already work for a company and may even be a manager in that company. Think about the problems, challenges, and issues that exist in that company. Consider the online lectures and discussions. Also have a look at the information presented in the textbook in relation to the problems, challenges, and issues you identify. After you identify specific problems, challenges, and issues, then identify relevant outside sources only from the journal list provided on eCollege.

Step 2: Plan your work

The broad goal of this assignment is to put yourself in the shoes of management from the company you work for (or have worked for) and identifying how the information you have learned in the course could help to increase the effectiveness of management in the firm and then create a 15 point document that clearly demonstrates what you have learned that would be of use to management, providing evidence from two different OUTSIDE sources per point (30 total references) ONLY from the journal list provided on eCollege. It might also help at this point to review how you're going to be assessed (see below).

Step 3: Complete the assignment

The deliverable for completing the assignment will be a document that contains 15 points. **These 15 points should be detailed enough that management could actually use the feedback by implement clear and concrete plans for change and need to each be supported by two different outside sources ONLY from the journal list provided on eCollege for a total of 30 references (include reference section at the end).**

Final Project Assessment Form**

Student Name:

1) **How well does the paper address the objective of the assignment? (60%):**

The paper demonstrates a clear understanding of management	0	2	4	6
Readers gain an appreciation for management's problems/challenges/issues and the context in which it arises	0	2	4	6
It is clear how the 15 points could help solve the problem	0	2	4	6
It is evident that management values or would value the offering	0	2	4	6
It is explained how this information will lead to improvements in the firm in which management work	0	2	4	6

Average (out of 180) =

2) **Was the paper compelling, clear, imaginative, and informative? (40%):**

The 15 points were creative and imaginative	0	2	4
The 15 points were clear and relevant to the overall theme	0	2	4
The paper was effective, informative and appealing	0	2	4

Average (out of 120) =

Total Score (out of 300) =

**Please note that unless two unique outside sources ONLY from the journal list on eCollege are used to support each point (30 total references), then that point will not count. For each point that does not count, an automatic 3% will be deleted from your total grade above.