



CLASSROOM: UCD
MEETING TIME: See Course Schedule for Assignment Due Dates and Chat Session Times
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

Instructor: Dr. Alex Williams
E-mail: Alex.Williams@tamuc.edu
Office: CBE 3rd Floor
Office Hours: Tuesdays 9:30am – 12:00pm and by Appointment (or send me an email anytime!)

REQUIRED TEXTS:

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. **Cost: \$155.20 (Used); \$194.00 (New)***

E-Book Version ISBN: 9781256773399. **Cost: \$101.15 (Used); \$126.40 (New)***

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

SUPPLEMENTAL READINGS (please download these from our library; additionally, there are other readings in doc sharing):

- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology*, 60(1), 421-449.
- Barnard, C. I. (1938). Informal organizations and their relation to formal organizations. *Classics of Public Administration*, 95-99.
- Campbell, D. J. (2000). The proactive employee: Managing workplace initiative. *The Academy of Management Executive*, 14(3), 52-66.
- Dane, E., & Pratt, M. G. (2007). Exploring intuition and its role in managerial decision making. *Academy of Management Review*, 32(1), 33-54.
- Huy, Q. N. (2001). In praise of middle managers. *Harvard Business Review*, 79(8), 72.
- Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, 79(11), 85-98.
- Lavelle, J. J. (2010). What motivates OCB? Insights from the volunteerism literature. *Journal of Organizational Behavior*, 31(6), 918-923.
- Lengnick-Hall, M. L., Lengnick-Hall, C. A., Andrade, L. S., & Drake, B. (2009). Strategic human resource management: The evolution of the field. *Human Resource Management Review*, 19(2), 64-85.
- Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5-39.
- Perrow, C. (1973). The short and glorious history of organizational theory. *Organizational Dynamics*, 2(1), 3-15.
- Powell, G. N., & Greenhaus, J. H. (2006). Is the opposite of positive negative?: Untangling the complex relationship between work-family enrichment and conflict. *Career Development International*, 11(7), 650-659.
- Van Marrewijk, M. (2003). Concepts and definitions of CSR and corporate sustainability: between agency and communion. *Journal of Business Ethics*, 44(2-3), 95-105.

COURSE OVERVIEW AND OBJECTIVES:

This course is designed to provide an in-depth seminar 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. 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.

COURSE FORMAT:

The structure of the class will include both passive (e.g., lectures, videos, handouts) and active (e.g., class discussions, in-class activities, group projects) instruction. You will be responsible for reading all materials assigned, whether we discuss them in class or not. The lectures are intended to expand on the written materials and provide a deeper understanding of the issues faced in the field. While everything in the written materials will not be highlighted in the lectures, they may be included on the exam. Please feel free to ask about any part of the written materials during the lectures.

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. PowerPoint slides and mini-lectures will be available for each of the book chapters under the Doc Sharing tab. Also, many assignments will also be posted on eCollege, under the Doc Sharing tab. You should submit all of your work in a format that is compatible with Microsoft Office and post it in the appropriate "Dropboxes" when it is due.

COURSE SCHEDULE:

A course schedule is included within this syllabus.

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 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).

An academic honesty policy has been posted under the "Doc Sharing" tab. You should read this document, initial it, and submit it to me via its corresponding "Dropbox" (see the course schedule for the due date).

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**

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).

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **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. Since so much communication in the workplace is “electronic” nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly. It is the responsibility of each student to keep up with the scheduled readings, discussions, and assignments/exams.
- **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via eCollege and e-mail. It is your responsibility to become aware of any such changes.
- **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 outside of class. I check my e-mail several times a day, so this is the best way to reach me. I strive to respond to any email within 24 hrs (even if it just to acknowledge receipt of the email while I continue to work on the request).
- **Back-ups Are Required:** You are required to back up all your assignments on a disk that 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.
- **Class Attendance:** I realize that work schedules will dictate that students miss class at times. However, please keep the following in mind:
 - **You registered for a live class** – therefore, attendance is expected.
 - **Notify me ahead of time** – try to let me know when you will miss class (as far in advance as possible).
 - **Classmates are a valuable resource** – get information about what you missed from them.
 - **Participation Points** – if missing class becomes a habit, points will be deducted from participation.

ASSIGNMENTS:

- **Case Assignments**

Throughout the semester, you will be required to analyze four cases that can be found in the custom edition of the Robbins et al. text. The case work is worth a total of 300 points (60% of your course grade), so take it seriously. Specific instructions for each case will be posted on eCollege, under the “Doc Sharing” tab. The analyses should be submitted to the “Dropbox” designated for that case. The document must be compatible with Microsoft Word. A grading rubric for the case assignments can be found at the end of this syllabus.
- **Assignments (General Comments):**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.**

Students 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. All work and assignments for the entire course will be available on the first day of class. 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 (or to turn it in). In other words, you can work at your own pace as long as you meet the due dates. I

suggest you set a calendar of when to work on assignments based upon your schedule, how long it takes you to complete assignments, and the assignment due dates. Start working on each assignment as soon as you possibly can and make sure that you have the all assignments submitted by the specified due dates. I have outlined a “suggested” schedule that I think would help you maintain a good pace, but you don’t have to follow it. However, you **MUST** turn in all written assignments **ON TIME**. You will have until **11:59 PM CST** to submit the work that is listed in the far right, “Work Due” column of the course schedule. I will accept late assignments. However, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. If you do not meet the 11:59 PM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 11:59 PM CST the next day, I will deduct an additional 10 points, and so on. Saturdays and Sundays count towards the total days late.

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”.

- **Make-up Exams or Late 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.

GRADE COMPONENTS:

Component	Type	Value
Case Assignments (4 @ 75 Points Each)	Individual	300 points (50%)
Final Exam	Individual	150 points (25%)
APA Assignment	Individual	25 points (4%)
Article Assignment	Individual	25 points (4%)
Participation Points	Individual	100 points (17%)
Course Total		600 points

GRADING SCALE:

A	90 – 100%	540-600 points	D	60-69%	360-419 points
B	80 – 89%	480-539 points	F	Below 60%	Less than 360 points
C	70-79%	420-479 points			

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

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FINAL EXAM:

The final exam will test your comprehension of the Robbins et al. text and your case analysis skills (essay format).

APA ASSIGNMENT:

During the first week of the semester, you will be required to complete one general assignment covering APA formatting. The instructions for this APA assignment will be posted under the “Doc Sharing” tab in eCollege. The assignment is worth 25 points.

ARTICLE ASSIGNMENT:

At the beginning of the semester, you will also be required to complete an article assignment. The instructions for this Article assignment will be posted under the “Doc Sharing” tab in eCollege. The assignment is worth 25 points.

DATE (WEDNESDAY)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAM	WORK DUE:
1. August 26	R: Chapter 1 – Managers and Management Read, Initial, and Submit the Honesty Policy ***APA Formatting Assignment	
2. September 2	R: Chapter 2 – A Brief History of Management's Roots J: Perrow (1973) – Management Theory ***Article Assignment 1 Assigned	Honesty Policy APA Formatting Assignment
3. September 9	R: Chapter 3—The Management Environment R: Chapter 4— Integrative Managerial Issues J: Marrewijk (2003) – Corporate Social Responsibility http://blogs.hbr.org/fox/2012/04/you-might-disagree-with-milton.html http://blogs.hbr.org/cs/2012/01/why_csrs_future_matters_to_you.html C: Dick Spencer (Case 1 Assignment)	Article Assignment 1
4. September 16	Case 1 Discussion R: Chapter 5—Foundations of Decision Making J: Dane & Pratt (2007) – Intuition	Case 1 Assignment (Due: 09-18- 2014)
5. September 23	R: Chapter 7—Foundations of Planning J: Lengnick-Hall et al (2009) – Strategic HRM	
6. September 30	R: Chapter 8—Organizational Structure and Design J: Barnard (1938) – Informal Organizations J: Garvin (2008) – Learning Organizations C: Lincoln Electric (Case 2 Assignment)	
7. October 7	Case 2 Discussion R: Chapter 9—Managing Human Resources J: Powell & Greenhaus (2006) – Work-Family Enrichment http://blogs.hbr.org/cs/2013/07/successfully_integrate_your_work_life.html http://blogs.hbr.org/cs/2013/06/work-life_balance_isnt_the_poi.html Complete survey on the link	Case 2 Assignment (Due: 10-9-2014)
8. October 14	R: Chapter 11—Managing Change and Innovation J: Huy (2001) – Middle Managers J: Kotter (1990) – What leaders really do Pay Controversies Debate	
9. October 21	R: Chapter 12—Foundations of Individual Behavior J: Lavelle (2010) – Organizational Citizenship Behaviors J: Campbell (2000) – Proactive Employees C: The Luggers Versus the Butchers (Case 3 Assignment)	
10. October 28	Case 3 Discussion R: Chapter 13—Understanding Groups and Managing Work Teams J: Morgeson et al (2010) – Leadership in Teams	Case 3 Assignment (Due: 10-30- 2014)

11. November 4	R: Chapter 14—Motivating and Rewarding Employees J: Schwartz (2011) – Motivation	Group Case Assignment Due
12. November 11	R: Chapter 15—Leadership and Trust J: Avolio, Walumbwa, & Weber (2009) – Leadership Overview C: How to Motivate Fred Maiorino? (Case 4 Assignment)	
13. November 18	Case 4 Discussion R: Chapter 16—Managing Communication and Information J: David Allen – Time Management – The Real Issue J: David Allen – Are you Micromanaging Your Mind? J: David Allen – Finding Your Inside Time J: David Allen – The Nature of Work	Case 4 Assignment (Due: 11-20-2014)
14. November 25	THANKSGIVING BREAK	
15. December 2	R: Chapter 17—Foundations of Control *** FINAL EXAM ASSIGNED	
16. December 9	HAVE A WONDERFUL HOLIDAY BREAK!	FINAL EXAM (Due: 12-9-2014)

THIS WEEKLY SCHEDULE IS TENTATIVE;
R: ROBBINS ET AL. TEXT BOOK;
C: CASE THAT CAN BE FOUND IN THE ROBBINS ET AL. BOOK;
J: JOURNAL ARTICLE

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Identification of Critical Issues and Depth of Analysis I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.	Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.	Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into a bit more depth.	Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into much more depth.	Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.
Score:	(30)	(24)	(21)	(18)
Literature Review of the Managerial Issues—Reference Support The more reference support you use, the better. The quality of the journals is also important.	Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.	Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.	Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.	Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.
Score:	(20)	(16)	(14)	(12)
Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case	Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.	Provided a sufficient and supported discussion of several valid approaches for dealing with most of the critical, problematic issues in the case, but could have gone into more depth or provided a few more	Discussed some valid approaches for dealing with some of the critical, problematic issues in the case, but could have gone into much more depth, provided more support, and/or provided several more	Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.

Score:	(10)	(8)	(7)	(6)
APA Formatting of References Students must cite all references in proper APA format, in-text and on reference page.	Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).	Student cited most references properly, formatted in accordance with the APA Style Guide (a few minor errors).	Student cited many references properly, formatted in accordance with the APA Style Guide (4 or more minor errors).	Student cited few references properly (4 or more errors with at least 1 being a major error).
Score:	(5)	(4)	(3)	(2)
Turnitin.com Similarity Rating 	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).	Student submits a paper that scores a rather high similarity rating (between 50% and 75%).	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism. Such papers will be investigated and administrative action may be taken.
Score:	(5)	(4)	(3)	(2)
Overall Quality of Written Communication 	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent analysis that contained a few minor errors.	Student presented a rather coherent analysis that contained several minor errors.	Student presented an incoherent analysis that contained several major errors.
Score:	(5)	(4)	(3)	(2)
Total Score:				

Additional Grading Rubrics

APA Assignment

- Students will receive 2.5 points for each APA error that they properly correct within the document provided.

Article Assignment

- Students will receive 2.5 points for each of the questions that they answer correctly on the article assignment.

Final Exam

- Students will receive points for each question that they answer correctly on the exam. Points earned on the short essay and case essay items will depend upon the reasonableness of your response, the depth and quality of the rationale provided to support your response, and the reference support provided for your response.