



TMGT 516 – Staff Development in Technology Organizations PRELIMINARY COURSE SYLLABUS: Spring 2023 (232)



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Class WebPage URL: <http://faculty.tamuc.edu/jdavis/tmgt/516/232/>
Courseware URL: <http://myLEOonline.tamuc.edu/>

COURSE INFORMATION

CRN: 22434 (.01W) **Program CIP Code:** 15.0612.00.19 – [Industrial Technology/Technician](#)

Term: **Second half-semester, 8-week sub-term “J” (March 20 – May 12, 2023)**

Delivery format: **On-line, Web-based course – No required physical meetings.**

Semester Credit Hours: 3 SCH

Catalog Course Description:

Study of advanced methods for staff development and management and organization development that apply to contemporary technology-intensive organizations. Includes investigation of techniques for hiring employees including diversity considerations, candidate locating and interviews, employee development, dispute handling, preparation for leadership, ethical practices, and team building. Students will be required to do extensive reading, case study related research, and original writing assignments/projects. Prerequisite and/or Co-requisite: TMGT 595 (or corequisite), or permission of Department Head.

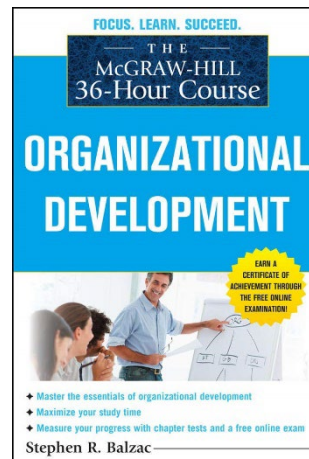
Materials – Textbooks, Readings, Supplementary Readings:

Required Textbook:

Title: *Organizational Development*
Author: Balzac, Stephen R.
Pages: 240 pages
Format availability:

Format	ISBN-13	List \$US
Softcover:	978-0071746236	\$22.00 (new, list price)

(Affordable used books are readily available [online](#).)
Publisher: [McGraw Hill](#)
Publication date: September 20, 2010

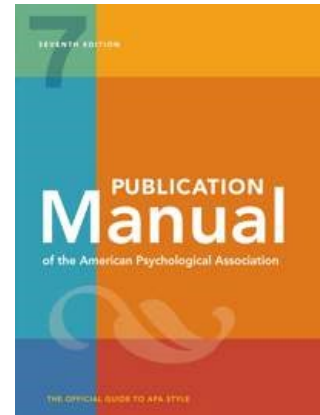


Essential Reference Book:

Title: Publication Manual of the American Psychological Association, 7th edition (2020)
Author: American Psychological Association
APA Item #: 4200074 (softcover)
Pages: 428 pages
Format availability:

Format	Item#	ISBN-13	List \$US
Softcover:	4200074	978-1-4338-3216-1	\$31.99
Spiral Bound:	4200076	978-1-4338-3217-8	\$44.99
Hardcover:	4200075	978-1-4338-3215-4	\$54.99

(A quick [web search](#) can reveal **much** cheaper sources.)
Publisher: American Psychological Association
Publication date: October 2019

**Course-Specific Student Learning Outcomes:**

Upon satisfactory completion of the course, the learner will be able to demonstrate...

1. an advanced ability to evaluate and apply effective methods for models and theories for ethical leadership in the technology-intensive organization through readings, study, discussion boards, and related written assignments.
2. a working understanding and knowledge of workplace diversity and cultural differences through course readings, study, discussion boards, and related written assignments.
3. a thorough understanding of how to lead effective organizational change and to manage the change process through extensive course readings and research, study, discussions, and written assignments.
4. a thorough understanding of workplace communications and its impact on workplace behavior and employee motivation through extensive course readings and research, study, discussions, and written assignments.

Program Student Learning Outcomes:

Graduates of the Master of Science in Technology Management program at Texas A&M University-Commerce will...

1. evaluate and defend leadership and organizational strategies associated with technology-intensive enterprises;
2. summarize and explain organizational development and strategies common to technology-intensive enterprises;
3. formulate and assemble component ideas in order to successfully execute a project plan; and
4. analyze information in order to formulate effective solutions.

COURSE REQUIREMENTS

IMPORTANT NOTICE!!! Grading policies and requirements identified in this syllabus will be adhered to in this course with all students held to an identical standard. If you do not agree with any requirement herein, believe any of them to be “unfair” or “unreasonable,” or believe that less should be expected of you than your classmates to earn a comparable grade, you should IMMEDIATELY DROP this course and re-evaluate your dedication to academic integrity and success!

Instructional Activities / Methods / Activities Assessments

This is an online course that contains a series of assignments and assessments to assist students in achieving the course learning objectives/outcomes. Each week there are various combinations of assignments and activities including discussions, readings, research, topical examinations, etc. A total of 750 points can be earned in this course.

In the workplace, employees are expected to produce documents that are clear, error-free, and visually effective. Written products from the course must also satisfy these general requirements, be appropriate for a specific purpose, and meet the needs of the audiences of the communication. As a graduate-level course, grammar, spelling, and demonstrated organization of thought will be considered in the grading of all assignments. Non-professional communication, such as texting “short-hand,” is not appropriate for use in academic coursework or professional settings.

Subject Content of Course

The content of selected chapters of the textbook will be studied. The content subjects include:

- Chapter 1 — Creating the Culture
- Chapter 2 — The Science and Art of Goal-Setting to Define the Business
- Chapter 3 — Making People Care—Before You Start
- Chapter 4 — Building the Foundation: Whom, and How, Do You Hire?
- Chapter 5 — The Motivation Trap
- Chapter 6 — Post-Heroic Teams
- Chapter 7 — The Role of Emotions in Leadership
- Chapter 8 — Management Jujitsu: Negotiation, Problem-Solving, and Decision-Making Techniques
- Chapter 9 — Managing Change
- Chapter 10—Problem Solving
- Chapter 11—Mistakes: The Foundation of Innovation
- Chapter 12—Putting it All Together: Scheduling Success

Credit Activities

**Article Summary Assignments: 400 points
(4 summaries @ 100pts. each, ~53.3% of total course grade)**

Students will write summaries for four assigned articles pertaining to course topics. Assignment details are provided in the course. Each Summary contributes up to 100pts toward the total course grade.

**Discussion Activities: 150 points
(3 discussions @ 50pts. each, ~20% of total course grade)**

Three interactive discussion opportunities will be provided during the term. These activities will make use of VoiceThread to facilitate a multimedia threaded discussion forum. Discussion activities may require responses, reflections, research, reports, etc. Students must make value-added contributions and responses to each of the topics presented for discussion. It is difficult to provide quality input with only one or two short comments. Better input earns better points. Comments limited to “me too,” “I agree,” “explain further,” and similar in scope and content do not qualify as thoughtful, independent, and value-added contributions and do not earn discussion credit. Each of the three discussion activities requires a minimum of one original thread submission (30pts) by Thursday of the week assigned and one response post to a separate peer thread (20pts) by Sunday of the week assigned. Post formats are specified for each discussion.

Interview Project: 200 points (~26.7% of total course grade)

The Project will consist of component activities addressing various aspects of the interview process from the interviewer and candidate perspectives. Project activities and deliverables may be comprised of written, interactive on-line, and/or multi-media video components. Details and specific requirements will be provided for each component activity on the Interview Project page in the course.

Grading

Grading Element	Unit Points	Quantity	Points	Weight (%)
Summary Assignments				
Article Summary #1: <i>Providing Effective Employee Training</i>	100	1	100	13.3
Article Summary #2: <i>Corporate Diversity Programs and Gender Inequality in the Oil and Gas Industry</i>	100	1	100	13.3
Article Summary #3: <i>Implementation of Cross-Disciplinary Teams of Business and Engineering Students for Quality Improvement Projects</i>	100	1	100	13.3
Article Summary #4: <i>How Ethical Are U.S. Business Executives</i>	100	1	100	13.3
Discussion Boards				
Discussion Board #1	50	1	50	6.7
Discussion Board #2	50	1	50	6.7
Discussion Board #3	50	1	50	6.7
Interview Project				
Interview Project Activities	200	1	200	26.7
TOTAL			750	100.0

Final Letter Grade via Points Earned – 750 points possible

Total Points Earned	%	Grade
675 – 750	89.5-100	A
600 – 674	79.5-89.4	B
525 – 599	69.5-79.4	C
450 – 524	59.5-69.4	D
≤ 449	≤ 59.4	F

Note: The point ranges identified here take traditional rounding based on a maximum percentage score of 100% into account.

Your instructor genuinely desires to see all students perform exceptionally well and earn a passing grade in this course. Likewise, your instructor also firmly believes in a student's right to fail and shall not deny you that right should you so choose to earn that grade by virtue of your performance, or lack thereof, in this course. **YOU** determine your grade in this course by your performance, **NOT** the instructor!

Projects produced in this course that are deemed to be of sufficient quality may be utilized as examples in future offerings of this course.

Non-credit Activities

Certain activities may be required as part of the course but not be entered in the gradebook as credit activities. Such activities could include the introduction and roster photo posting, course intro activity, preliminary quiz, or other related activities. Although not conducted for credit, completion of certain activities may be required as internal prerequisite activities before proceeding to the credit-earning activities is permitted.

General Rubric Scale for Evaluating Assignments

Assignment specific evaluation rubrics may be provided within the course. Most assignments will use the following rubric scales, or an adjusted variation thereof:

- 0 No attempt at addressing the criteria is evident.
- 1 An attempt at addressing the criteria is evident; however, the implementation is unsuccessfully or incorrectly executed.
- 2 Criteria is implemented with minimal success and/or execution is well below a reasonable standard of expectation.
- 3 Criteria is marginally executed or implemented but with apparent room for improvement.
- 4 Criteria is successfully executed or implemented to an acceptable standard of expectation. Typical "good" score.
- 5 Criteria is fully and successfully executed or implemented to or beyond the highest standard of expectation. Has "wow factor."

Submission of Assignments

Assignments MUST be submitted in the designated location to be considered submitted. (e.g. – If you upload a document to a location other than that in which it is required to be uploaded, it is NOT submitted. If a project link is posted or shared anywhere other than the required, designated location, it is NOT submitted.) Assignments MUST be completed

and correctly submitted by the designated due dates and shared as required to be considered for full credit. Submitted work must be readable and printable using the native format of software specifically identified for use in the course. This is typically a commonly available Microsoft product (included in Office Suite), or Adobe Acrobat (.pdf format). Files should be submitted in the application's primary native format (e.g. .docx, .xlsx, .gan, etc.). Any other formats will not be accepted without prior approval. Students must retain electronic copies of all submitted works and have available for resubmission should unforeseen technical circumstances warrant.

The writing and reference formatting style identified in the current edition of the *Publication Manual of the American Psychological Association* (APA) is required for use on written assignments in this course and all courses offered within the TAMU-C Department of Engineering & Technology. The most critical aspect of writing with APA in this course is the observation of correct citation and reference requirements. Failing to properly cite the work of others constitutes plagiarism, an act of academic dishonesty resulting in disciplinary action. The approved TMGT Manuscript Guide provides program specific information on required and allowed variations from APA Style. These two sources are essential references in preparing written assignments for submission. Only specific assignment instructions supersede these established formatting and style requirements.

In the workplace, you are expected to produce documents that are clear, error-free, and visually effective in communicating the intended message. All work submitted for credit in this course must also satisfy these general professional expectations as well as be appropriate for the specific purpose and audience for which the communication is intended. Quality of work will be reflected in the assignment scores.

All coursework must identify the student and contain an appropriate assignment identifier within the document. Submissions without this required information will earn a grade reduction for that activity. This is part of "following instructions" and meeting the requirements of the course.

Electronic file submissions MUST conform to the following naming conventions if not specified otherwise in the assignment guidelines:

1. Your name
2. Course number & Section in which you are enrolled (TMGT 515)
3. Assignment name, chapter number, or relevant descriptor

Formatted as follows:

`LastName,FirstName-Course Prefix&Number-Activity ID.FileExtension` (no spaces in filenames)

Examples:

`Phelps,Michael-TMGT515-Specs.docx`
`Biles,Simone-TMGT515-Selection.docx`
`Ledecky,Katie-TMGT515-Structures.docx`

Note: Specific assignment instructions may supersede certain requirements specified in this section. Follow assignment-specific instructions for maximum credit eligibility.

Timely submission of assignments

Assignments MUST be completed and submitted by the designated due dates, in the designated location. Some assignments may not be accepted late, for any credit. When eligible for late submission, full credit cannot be earned by late or incomplete

assignments. Assignment credit is reduced by 10% of its value, or up to this amount at the instructor's discretion, for each day late if submitted after the posted due date/time. (e.g. Assignments lose all of their value at 10 days past due.) Further, **late assignment submissions may be rejected** at the instructor's discretion. A challenge of the late acceptance policy above would likely result in the outright and immediate rejection of a late submission. Any Quizzes that may be given in the course automatically close at the posted deadline and will not be reopened for retakes or late submission. Each quiz **MUST** be completed by the posted deadline or a zero will be earned. Unless indicated otherwise, posted assignments may be submitted early; however, students should be aware that this does not imply that assignments will be graded prior to the assignments' due date as assignments are typically evaluated as a group once all submissions have been received. All times specified in the course are in the Central Time Zone.

Due-dates may be listed in multiple locations throughout the course to assist you in keeping deadlines; however, the **Class Schedule**, available on the class public webpage, and embedded on the Schedule/Calendar page in the courseware, is the primary and definitive reference for official due-dates for class assignments. The calendar should be referenced for due-date confirmation on all assignments and in the event of any discrepancy between documents or date references within the course, the dates provided on the **official Class Schedule** will take precedence and be enforced. In the event circumstances warrant a modification of the due-date of an assignment, the change will be announced in a prominent location in the course (the Virtual Classroom or Announcement section) and the Class Schedule will be updated accordingly. Should you find a discrepancy of dates within the course, please notify the instructor as to its exact location so it can be corrected.

Make-up and extra credit assignments

No make-ups, extensions, resubmissions, or extra credit assignments are available in this course. Credit is earned exclusively by completing the required activities, as assigned, and submitting them by the due date, in the designated location.

TECHNOLOGY REQUIREMENTS

General Technology Requirements

This is an online course; thus, access to a modern computer with a reliable, high-speed, Internet connection is required. You must also have sufficient administrative authority on your computer to download, install, and run the necessary software applications.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Course-specific Software/Hardware/Peripherals

Students will make use of the following software applications to complete course assignments:

MS Office Suite (Word, Excel, & PowerPoint)

[VoiceThread](#) (Note that VoiceThread is integrated directly into the Brightspace courseware.)

Panopto Video (Integrated in LMS)

Auxiliary Hardware/Accessories:

Computer Microphone (required, built-into most modern webcams)
Video Webcam (necessary for video requirement of VoiceThread Discussion Activities and possibly Project Presentation Video.)

Other, possibly useful software:

[GanttProject](#) - Free Project Scheduling and Management Application ([download link for Win ver.](#))

ACCESS AND NAVIGATION

This course will be facilitated using Desire 2 Learn (D2L) Brightspace, the Learning Management System (LMS) used by Texas A&M University-Commerce. The university refers to this on-line course environment as “myLeo On-line.” To get started with the course, access myLeo On-line through your myLeo Portal, or go directly to: <http://myLEOonline.tamuc.edu/>

You will need your Campus-Wide ID (CWID) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

To participate in the online course environment, login to the course in myLeo On-line and follow the instructions provided in the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly. Special announcements or instructions may also be placed in the Announcements, the Virtual Classroom, or sent directly to your Leo email, which should be monitored regularly throughout your enrollment at TAMU-C.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, coffee shop, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Interaction with the Instructor

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the class content, the syllabus and course materials are provided within the courseware environment and may already provide the answer you seek. If you have a question or comment of the nature that would typically be presented in a traditional classroom environment, please do so in the Virtual Classroom so that others might benefit from and participate in the exchange. If you know the answer to a fellow student's question, please respond. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: Jason.Davis@tamuc.edu. Your name, CWID, and course number (if regarding a specific course) **must** be included in any and ALL electronic correspondence. All class related E-mail correspondence must have the following in the subject line:

TMGT 515 - *First Name Last Name, subject of correspondence*

To help ensure the safety, health, and well-being of our colleagues and students during the active Coronavirus pandemic, advising and course activities will be conducted via on-line means, to the extent possible. Email is the preferred means of communication and if email proves to be insufficient for communication on a particular topic, an on-line meeting may be coordinated. Note that telephone and voice mail contact are not an appropriate or reliable means of contacting the instructor as the office telephone line and voice mailbox are not actively monitored.

Brightspace (MyLeo On-line) Technical Support

Need Help?

Student Support - If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support - If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance - Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Writing Assistance

Both on-site and online writing assistance is available through the University Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, center tutors can assist writers at any stage of the writing process. By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. At no point do center tutors write these papers for the students. All writers working in the Writing Center maintain control of their work; tutors simply offer support and feedback and ask questions they may not have been asking themselves (or may not have even known to ask themselves).

For more information refer to the Writing Center's web pages at:

<https://www.tamuc.edu/writing-center/>

Other Questions/Concerns

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Guidebooks

The current [Graduate Student Guide](#) is available here:

<https://inside.tamuc.edu/academics/graduateSchool/documents/Graduate%20Student%20Guide.pdf>

The current [Student Guidebook](#) is available here:

http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Academic Integrity

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Plagiarism represents disregard for academic standards and is strictly against University rules. Plagiarized work can result in a “0” on a given assignment(s) or an “F” for the course as well as further administrative sanctions permitted under university procedures. You may discuss course work and other course materials with fellow students (except during tests), but it is inappropriate to have another student, anyone, or anything else, do your course work or provide you with any portion of it. Further, assignment responses written by or purchased from a third-party writer or generated by an AI source, such as ChatGPT or similar, may not be submitted in part or whole to satisfy assignment requirements.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple or repeated classes), patch-writing (attempting to paraphrase by replacing selected words at intervals within a quotation with words of similar meaning), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), forgery (representing yourself as some else on a document, signing a roster on another student's behalf, soliciting or conspiring to commit a written misrepresentation of identity, etc.), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F on the assignment is considered appropriate as a minimum consequence. For additional information on the obligations and consequences regarding plagiarism and academic dishonesty, refer to the University Procedure [13.99.99.R0.10 Graduate Student Academic Dishonesty](#).
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Assignments and questions utilized in coursework and examinations are to be considered the intellectual property of the instructor and the university, unless identified otherwise, with applicable copyright restrictions, and MAY NOT be distributed or shared outside the class. This includes the distribution of content to other students not currently enrolled in the class and the uploading of course content to external databases or third party, commercial websites. Any student doing so may be held accountable as a violation of academic honesty.

Also, be aware that the statute of limitations for penalties for plagiarism does not end upon the completion of the course or even upon graduation. If an instance of plagiarism is found anytime after the completion of the course, the course grade is subject to change accordingly and any awarded degree utilizing the course is subject to revocation.

Avoiding Plagiarism

To avoid plagiarism, an individual must give credit whenever they:

- a) use another individual's idea, opinion, or theory;
- b) use facts, statistics, graphs, and drawings that are not common knowledge;
- c) use quotations of another individual's spoken or written words; or
- d) paraphrase another individual's spoken or written words.

Any works referenced must be properly cited and referenced in accordance with APA 7th edition style.

Web resources for additional reference regarding what constitutes plagiarism and how to avoid it include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

An excessive Similarity Score, as indicated by TurnItIn or similar plagiarism detection tool, on any written assignment is an indication of either Academic Dishonesty OR a lack of acceptable knowledge regarding how to properly credit sources. Neither of these is acceptable and will lead to an undesirable outcome on the assignment, and most likely the course. A Similarity Check Dropbox is provided in the course as a courtesy so that you may submit your work to verify that your similarity score is in an appropriate range BEFORE submitting your final work to the official Dropbox folder designated for the particular activity. You may submit, revise, and resubmit your documents to this Dropbox as many times as necessary to achieve an appropriately low score.

So, what is an appropriate range? As the Similarity Score is an indication of how much of your work can be found in previously published works, the lower the score the better. It is not unusual for students to submit works that score from 0% to 3%. On the other end, if you submit work that shows to be 25% (1/4 or more plagiarized, either intentional or due to improperly crediting), expect a serious issue and very likely an F. If your score exceeds 33% (1/3+ plagiarized), expect an F on the activity as there is simply no excuse for that high of a Similarity Score if you did the work yourself and credited properly.

Here's the general scale based on the recommendations of the Program Advisory Committee:

0%-7%	Excellent (Shoot for the bottom end of this range.)
8%-14%	Acceptable
15%-24%	Probably OK, but similarity report will likely be checked to be sure there are no serious issues.
25%-32%	Likely NOT OK, will undergo similarity report evaluation and an F is very likely.
33%+	Definitely NOT OK, will undergo similarity report evaluation and an F is almost assured.

Note that TurnItIn may include assignment questions in the similarity analysis which can result in a higher similarity score shown in the submission folder. If this occurs, the score will be manually adjusted by the instructor to remove percentages of similarity detected in assignment questions and reflect only the percentage of similarity detected in student generated responses. This adjustment will be noted in the instructor's official grading spreadsheet and will not be visible in the submission folder.

The university's adopted [Graduate Student Academic Dishonesty procedure](#) takes a strong stance against violations of academic integrity. This opportunity to check your Similarity Scores prior to final submission will help you to address any issues that might otherwise arise to avoid any undesirable consequences resulting from an unintentional instance of Academic Dishonesty. Documents submitted to the Similarity Check Dropbox will not be collected or graded. Assignment Documents are not officially submitted, and do not count for credit, until they are posted to the specified location designated for that specific assignment.

Scholarly Expectations

Work submitted, particularly at the graduate level, is expected to demonstrate higher-order thinking skills and represent the student's best possible effort on the assignment. A student should NEVER ask an instructor what they made on a particular assignment for the purpose of determining how much effort to put into the next assignment. Any effort, on any activity, that is less than the student's best is insufficient and will likely, and rightfully, be reflected in the grade. If a passing grade is desired in this course, it must be demonstrated by virtue of your performance throughout the course. Further, work submitted at the graduate level is expected to be of significantly higher quality and created with a significantly higher degree of self-direction than work produced at the undergraduate level.

Students are expected to demonstrate an ability to correctly follow directions and perform in accordance with assignment requirements in terms of content, submission, and timeliness and communicate with the instructor and fellow students in a respectful and professional manner. Further, students are expected to be able to accomplish these responsibilities with a significant degree of independence and not expect to habitually contact the instructor to provide additional interpretation of clearly stated assignments, correct your work prior to submission, and provide continual "hand-holding" to function academically. Grading standards are typically such that failure to adhere to these basic expectations will be reflected in the grade. This is as it should be. A student who does not demonstrate the ability to independently follow instructions correctly and produce work that meets the identified project standards will not likely earn an A in this course. A grade of A in such case would misrepresent a student's ability to perform at a high standard to a potential employer or supervisor evaluating their transcript.

Late Work

Projects and assignments MUST be completed and submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all their value at 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. If a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if necessary to ensure the forward progress of the class.

Grade of "X" (Incomplete)

In accordance with the Academic Procedures stated in the TAMU-C Graduate Catalog and [University Procedure 13.99.99.R0.06 Computation of Grade Point Averages](#), "students who because of circumstances beyond their control are unable to attend classes will, **upon approval of their instructor**, receive a mark of X (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" is rarely applicable and will only be considered in strict compliance with University Rules upon submission of complete medical or other relevant documentation. This action is intended to serve as an emergency measure only in the event a qualifying situation occurs after the course's withdrawal deadline date, prior to which a student would be able to withdraw from their courses due to unforeseen circumstances. The maximum allowable extension in this course, beyond the final class day, will generally be the duration of time between the specific event (documented debilitating injury, serious incident, etc.) warranting the mark of "X" and the final class day, plus one week. Any variation from this completion timeline will be based on the nature and severity of the emergency. Recording a grade of "X" requires the filing of a [Plan for Completion](#). Discovery of an impending failure of a course, although personally disappointing, DOES NOT constitute an emergency in academia and does not meet the criteria for the assignment of an incomplete. Once an incomplete has been assigned, the student cannot drop or withdraw from the course and a grade must be assigned.

Time Commitment (8-week term)

In a college-level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class. This applies to on-line and blended courses just as it does to a tradition course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term courses. The activities in this course are based on a 7.5-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is shown in the following table. To frame the expectation in a real-world perspective, the work-load of a 3 SCH course delivered in an 8-week format could be roughly equated to that of a half-time, 20 hour per week job, for the duration of the course.

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
“In” class per class week	5hr. 00min.	5hr. 00min.
“Outside” class per class week	15hr. 00min.	20hr. 00min.
TOTAL Weekly Expectation	20hr. 00min.	25hr. 00min.
TOTAL Term Expectation	150hr. 00min.	187hr. 30min.

Attendance

All students must be active participants in class activities, whether in the classroom or on-line. In on-line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, on-line class discussions and the Virtual Classroom. Regular attendance and assignment submissions are essential for success. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you're planning an extended trip or vacation, are adversely impacted by an environmental situation, or have any other obligation (engagement, wedding, medical procedure, family matters, etc.) during the semester that will interfere with your ability to participate as necessary to enable the opportunity for your success in the course, this will not be the time for you to take this class. Go ahead, drop the class, enjoy your time away or vacation or take care of any other timely obligations, and re-enroll in a semester in which you are ready and able to dedicate the time and effort necessary to be successful in your studies. Bottom line... Academic studies require significant effort and dedication. Either you're all in and committed, or you need to step back until you're ready and able to rise to the challenge.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Drops & Withdrawals (and understanding the difference)

Drop – Removal of the student from one or more courses while remaining actively enrolled in one or more remaining courses in a given semester. A drop must be initiated by the student, with

reason, subject to instructor approval, or it may be initiated by the instructor in the case of excessive absences, at the discretion of the instructor. Drop requests **must** be submitted on or before the drop deadline. A student **may not** be dropped from a single course after the drop deadline is passed. Requests to drop a course are submitted via the student's [myLEO](#) account.

Withdrawal – Elective removal of the student from **ALL** courses in which they are enrolled in a given semester. A withdrawal request must be initiated by the student submitting the official [Withdrawal Form](#) to the Office of the Registrar on or before the last day to withdraw. Withdrawals cannot be initiated by instructors and do not require instructor approval; however, the student should notify their instructor(s) of their intent prior to initiating the withdrawal process.

During the open registration period at the beginning of the semester, students may add or drop courses without specific authorization (prerequisite requirements and permission-only courses excepted). Should the student determine it to be necessary to drop the course, or withdraw from the semester, it is the student's sole responsibility to submit the proper request **PRIOR** to the official deadlines to complete either of these actions. Drop/Withdrawal requests may **NOT** be submitted through your instructor and informing your instructor of your intent to take either action does not constitute your official request to do so. Instructor approval is required to drop the course after the end of the open-enrollment period and prior to the drop deadline. The student **cannot** be dropped after the drop deadline or withdraw after the withdrawal deadline. (This is university procedure, NOT an instructor decision.) The instructor is **required** to submit the actual grade earned by each student remaining on the official roster after the withdrawal deadline, regardless of the level of grade attainment.

Important: The student must contact their course instructor and academic advisor to determine what effect the drop/withdrawal will have on their academic progress **prior** to initiating either action.

The student is responsible for confirming official university dates/deadlines and meeting any and all necessary deadlines pertaining to drops & withdrawals. In the event of a discrepancy between a date provided in the course and a date on the [official university calendar](#), the date on the official university calendar, or revised date officially announced by the registrar or other authorized university official, will take precedence.

ADA Statement

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 & Services
Texas A&M University-Commerce
Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

No variations in assignment requirements or expectations can be granted by the instructor without prior documented authorization directly from the Office of Student Disability Resources & Services. Requests for accommodation cannot be presented directly to the instructor by the student. Only requests routed through and received directly from the Office of Disability

Resources & Services can be acted upon by an instructor. It can take time to process and implement accommodations, so if you qualify and think there is any possibility you might need to request them during the course, it is advisable to contact the Student Disability Resources & Services office at the beginning of the semester to establish a relationship with one of their advisors.

Non-Discrimination Statement

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Mental Health & Well-Being

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

University Counseling Center:	903-886-5145
National Suicide Prevention Lifeline:	1-800-273-8255
University Police (in case of imminent danger):	903-886-5111 (or 9-1-1)

University Guidance for Students on Campus during Coronavirus (COVID-19) Pandemic or other public health crises

Please, monitor announcements provided on the University Homepage for updated information, advisories, directions, and requirements pertaining to A&M Commerce's response to the ongoing COVID 19 pandemic. <https://www.tamuc.edu>

Research Studies/Human Subjects

Refer to the **Texas A&M University-Commerce** Rules & Procedures [15.00.01.R0.01-Human Subject Protection](#) & [15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

Surveys/Course Evaluations

Your feedback may be requested by Texas A&M University-Commerce during the semester/term regarding your course. *It is important that you take a serious and constructive approach to this activity.* The information gained from you will assist in course evaluation by the university/college/department to insure that effective learning is taking place within the existing course structure. If changes are indicated, this will help with course re-design and/or other revisions that will make the course more relevant for future students and the employers of graduates.

University Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Student Conduct/Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).
http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

All students' work in this class will be evaluated and scored fairly and impartially based on the quality of work submitted and strict adherence to assignment guidelines. It is improper conduct to contact an instructor to ask that work be reconsidered to earn a particular grade after grades have been posted to the class gradebook and/or to the registrar. Grades assigned are a reflection of the scores earned by the student, not a random or negotiable assignment by the instructor. If a particular grade is desired or necessary, it is the student's **sole** responsibility to fully participate in the class and submit work of sufficient quality to legitimately earn that grade.

At no time is a student allowed to exchange dialog with, make requests of, or make implications to a member of faculty that could be construed as a request for, or expectation of, preferential or differential treatment among members of a class. A student may not place an instructor in a position in which there is an expectation by the student that (s)he will be evaluated, assessed, or given consideration in a manner inconsistent with that of the entire class. All students within a class will be held to an identical standard of expectation and assessment, within the law.

Appeals of instructor evaluation must be made in accordance with the required progression through the academic chain of command and within the timeline established in [University Procedure 13.99.99.R0.05 Student Appeal of Instructor Evaluation](#). Only final course grades are subject to appeal based on criteria identified in Section 1.2 of this procedure. Grades of individual assignments within a course are not eligible for appeal. Students must first discuss any concerns with the instructor before an appeal may be filed. Attempted circumvention of the prescribed chain of command, except as allowed in the procedure, is a breach of the university's required procedural process and student responsibility.

This Syllabus and the Syllabus Change Procedure

This syllabus constitutes the contractual document between faculty and students in the course. A student's continued enrollment in the course following the posting of the final, official syllabus at the beginning of the term signifies the student's understanding of and complete acceptance of this contract and the procedures, requirements, and evaluation criteria contained herein. Any student not accepting this syllabus is to immediately drop this course. The syllabus identifies credit-earning activities for which you will be responsible to submit in the course. The occasion of a need to vary from the original syllabus is rare; however, unforeseen circumstances and logistical issues could arise during the course of a semester that necessitates a minor modification in the originally planned activities or procedures. Changes to a syllabus are not made without sufficient justification and assurance that any changes implemented would not impact the students' ability to complete the course. Any variations that may be determined necessary during the course by the instructor will be appropriately announced in the courseware along with relevant information pertaining to the modification and an updated version of the syllabus will be provided.

Note: During the period in which a course is developed or modified, additional syllabus revisions could be necessary as only experience will verify if activities planned for and described in this syllabus are possible or practical. Notification of any changes will be prominently posted in the course and the syllabus updated accordingly.

Also, syllabi published prior to the first day of the course are to be considered preliminary draft versions and are subject to change prior to the beginning of the course. The version published in the course is considered the official syllabus.

FINAL COMPREHENSIVE EXAMINATION FOR THE MASTER'S DEGREE
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*Refer to Texas A&M University-Commerce Procedure
[11.99.99.R0.13 Examinations for Graduate Degrees](#).*

Technology Management Master's Students will be required to successfully pass a Master's Qualifying/Comprehensive Examination ("Comps") at the end of their MS TMGT program. It is strongly recommended that students retain electronic copies of the syllabus and coursework for each graduate course used to satisfy the M.S. Technology Management degree requirements in order to prepare for the comprehensive exam that will be administered within the TMGT 599 course. TMGT 599 and Comps are to be taken in the student's final semester of coursework. Students must be core-complete, or within one course of core-complete and taken concurrently, to be eligible to take TMGT 599 and Comps. Authorization to enroll in TMGT 599 must be requested via the program coordinator when registering for your final term.

INSTRUCTOR SCHEDULE / COURSE OUTLINE / COURSE SCHEDULE

My schedule is available in the course and maintained on my public website at:

<http://faculty.tamuc.edu/jdavis/schedule/>



Anticipated On-campus Office Hours: Tuesday afternoons, 1:15pm - 3:45pm.

Anticipated Virtual Office Hours: Wednesdays 10:00am - 12:30pm

Contact me via email to schedule and confirm any office meetings.

The course schedule and calendar is available in the course and is maintained on our class' public website at:

<http://faculty.tamuc.edu/jdavis/tmgt/516/232/>

Students will need to monitor and reference these resources regularly for any updates/revisions.

Any revision of dates or activities on the active schedules linked above will take precedence over those on the tentative schedules shown here. Students will need to monitor and reference these resources regularly for any updates/revisions.

Course Activity Schedule (Subject to revision.)

Week 1

Monday

Throughout week

Course begins

Introductory Activities, [Preliminary Course Quiz/Certifications](#)

[Chapter 1— Creating the Culture](#)

[Chapter 2—The Science and Art of Goal-Setting to Define the Business](#)

Sunday

Introductions, [Preliminary Quiz due](#)

Week 2

Throughout week

[Chapter 3—Making People Care—Before You Start](#)

[Chapter 4—Building the Foundation: Whom, and How, Do You Hire?](#)

Week 3

Throughout week

[Chapter 5—The Motivation Trap](#)

[Chapter 6—Post-Heroic Teams](#)

Thursday

[VT Discussion #1 Initial Post due \(voice or video\)](#)

Sunday

[Article Summary #1: Providing Effective Employee Training](#)

[VT Discussion #1 Response Post due](#)

Week 4

Throughout week

[Chapter 7—The Role of Emotions in Leadership](#)

[Chapter 8—Management Jujitsu: Negotiation, Problem-Solving, and Decision-Making Techniques](#)

Sunday

[Article Summary #2: Corporate Diversity Programs and Gender Inequality in the Oil and Gas Industry.](#)

Week 5		
Throughout week		Chapter 9—Managing Change Chapter 10—Problem Solving
Thursday		VT Discussion #2 Initial Post due (video required)
Sunday		Article Summary #2: Corporate Diversity Programs and Gender Inequality in the Oil and Gas Industry. VT Discussion #2 Response Post due
Week 6		
Throughout week		Chapter 11—Mistakes: The Foundation of Innovation
Sunday		Article Summary #3: <i>Implementation of Cross-Disciplinary Teams of Business and Engineering Students for Quality Improvement Projects.</i>
Week 7		
Throughout week		Chapter 12—Putting it All Together: Scheduling Success
Thursday		VT Discussion #3 Initial Post due (video required)
Sunday		Article Summary #4: <i>How Ethical Are U.S. Business Executives</i> VT Discussion #3 Response Post due
Week 8		
Wednesday		Interview Project: Final project component due
Activity KEY		Green - Chapter Readings/Quizzes Blue - Assignments & Project Activities Purple - VoiceThread Discussion Activities