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.


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

Communication: The main means of communication for this course will be via Email—I check my email several times per day. If you email me a question that I consider might benefit the rest of the class, I will email the question with a response to the entire class. I do not use all of the functions available on eCollege. Primarily, I will be posting slides and other learning aides in “Doc Sharing” and we will be conducting our discussions (see below) through the “discussion” space in eCollege. Also, you will be submitting your homework, business plan, and strategic audit via the “Drop Box” in eCollege.

Course Grading:
Discussions (2): 20%
Homework (2): 20%
Case analyses (2): 40%
Exam I: 20%

General Guideline for Assignments: Homework and cases are to be done in teams of 3-5 members and handed in via the dropbox in eCollege. You only need to hand-in one assignment
for all the individuals on the team—in other words, each team member does not have to hand-in
the assignment as I will give grades to all those whose names appear on the received document.
The same team members need NOT be on all assignments—you may have different team
composition for the different assignments. The following formatting guidelines for all written
assignments should be used: typed using 12-point Times New Roman font, double spaced, one-
inch margins all around, page numbering on bottom of page, no header or footer, and student
name, assignment information, and date in upper left-hand corner. Please make sure to title your
email with your name followed by the course number and section.

Discussions
During the course of the semester, I will post discussion questions under “discussion” in
eCollege hoping to accomplish two objectives: 1) stimulate you to reflect on how concepts
covered in the text are applied in the organizations where you work and 2) offer you the
opportunity to learn how these concepts are being applied in other organizations (i.e. those of
your peers). If you have limited experience or have not had personal exposure to a particular
concept being covered, you are still expected to contribute to the discussion by asking thought
provoking questions to your peers and offering insightful comments based on the discussion at
hand. The key to quality discussions is the value-added insights you offer to the discussion.
Therefore, your grade will be based on the degree to which you contribute to the discussion
through insightful comments (i.e. simply stating “I think so to” is not considered insightful).
Please keep in mind that I will only consider your postings that are entered no later than 2 full
days after the established date for the discussions on the syllabus.

Homework assignments
1) The first homework is the completion of Skill Builder 3 on pages 82-83 of your text. This
assignment involves determining an organizations environment, culture and ethics.
Specifically, you will form teams of up to five members, select a firm that at least one
member has detailed knowledge, answer the twenty questions outlined in your text and
then explain how this information/ analysis would help inform your strategic planning
process. I will weigh 80% of this assignment based on the level of detail, depth and
analysis you offer in answering the twenty questions, and 20% based on your insights as
to how this analysis helps inform your strategic planning process.
2) The second homework is the completion of Skill Builder 2 on pages 152-153 of your text.
This assignment involves developing your planning skills. This assignment will be
graded based on the level of detail, depth, analysis and insights offered in your answers to
the questions included in the five steps outlined in the text.

Case Analyses
You are required to complete two case analyses during this course. The rubric that I will use for
the grading is provided at the end of this syllabus.

Students with Disabilities: 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 believe you have a disability requiring an accommodation, please contact the
**Code of Student Conduct:** All students will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Student’s Handbook, Rules, and Procedures, Code of Student Conduct [http://www.tamu-comerce.edu/studentlife/guidebook67.pdf](http://www.tamu-commerce.edu/studentlife/guidebook67.pdf). College of Business professors do not tolerate plagiarism and other forms of academic dishonesty. Instructors “are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is "Academic dishonesty." It 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), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.” See 13.99.99.R0.10 Academic Honesty at [http://www.tamuCommerce.edu/administration/Rules%26Procedures/rules_procedures.asp?RID=97](http://www.tamuCommerce.edu/administration/Rules%26Procedures/rules_procedures.asp?RID=97). In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Also, you will receive an “F” for this course.

**Course Schedule**

**July**

Class 1: Monday 9: Read Chapter 1: Management and Entrepreneurship AND Read Chapter 2: The Global Environment: Culture, Ethics, and Social Responsibility

Participate in Discussion 1.

Please introduce yourselves to the rest of the class using the “Student Lounge” and start forming groups ASAP.

Class 2: Friday 13: Chapter 3: Creative Problem Solving and Decision Making AND Read Chapter 4: Strategic and Operational Planning

Participate in Discussion 2.

Class 3: Friday 20: Read Chapter 5: Organizing and Delegating Work AND Chapter 6: Managing Change: Innovation and Diversity


Class 4: Monday 23: Exam I: Chapters 1-6
Class 5; Monday 30: Read Chapter 7: Human Resource Management
**Due:** Homework 2: Skill Builder 2: The Strategic Planning Process at your firm (pages 152-153).

**August**
Class 6; Friday 3: Read Chapter 8: Organizational Behavior: Power, Politics, Conflict, and Stress AND Chapter 9: Leading with Influence

Class 7; Monday 6: Read Chapter 10: Communicating and Information Technology
**Due:** Case study: Dick Spencer

Class 8; Thursday 9 (last day of class): Read Chapter 11: Motivating for High Performance AND Chapter 12: Team Leadership

**Due:** Case Study: How to Motivate Fred Maiorino
# Case Analysis Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Far Exceeds Standards</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Fails to Meet Standards</th>
</tr>
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<tbody>
<tr>
<td><strong>Identification of Critical Issues and Depth of Analysis</strong></td>
<td>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>(30)</td>
<td>(24)</td>
<td>(21)</td>
<td>(18)</td>
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<tr>
<td><strong>Literature Review of the Managerial Issues—Reference Support</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>(30)</td>
<td>(24)</td>
<td>(21)</td>
<td>(18)</td>
</tr>
<tr>
<td><strong>Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case</strong></td>
<td>Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.</td>
<td>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</td>
<td>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</td>
<td>Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.</td>
</tr>
<tr>
<td>Score:</td>
<td>(20)</td>
<td>a few more recommendations.</td>
<td>(14)</td>
<td>more recommendations.</td>
</tr>
<tr>
<td>APA-AMJ Formatting of References</td>
<td>Students must cite all references in proper APA or APA-AMJ format, in-text and on reference page.</td>
<td>(16)</td>
<td>Student cited most references properly, formatted in accordance with the APA or APA-AMJ Style Guide (a few minor errors).</td>
<td>(7)</td>
</tr>
<tr>
<td>Score:</td>
<td>(10)</td>
<td>(8)</td>
<td>(5)</td>
<td>(4)</td>
</tr>
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<td>Turnitin.com Similarity Rating</td>
<td>Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.</td>
<td>Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).</td>
<td>Student submits a paper that scores a rather high similarity rating (between 50% and 75%).</td>
<td>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.</td>
</tr>
<tr>
<td>Score:</td>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
</tr>
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<td>Overall Quality of Written Communication</td>
<td>Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.</td>
<td>Student presented a well-written, coherent analysis that contained a few minor errors.</td>
<td>Student presented a rather coherent analysis that contained several minor errors.</td>
<td>Student presented an incoherent analysis that contained several major errors.</td>
</tr>
<tr>
<td>Total Score:</td>
<td>__ out of 100</td>
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