

**Course  
Information**

Management Skills Development (MGT 585.02W)  
Fall 2012

**Instructor  
Information**

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**Instructor:** Dr. Scott M. Sewell  
**Office:** Commerce: BA 207  
**Office Hours:** Office Hours: Tuesday 11 – 12am, and 1 - 2 pm, online in Virtual Office.  
**Commerce:** Dept Office: 903-886-5703

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**Software  
and  
Assignment  
Submission**

**Software to use during the course:**

This course is being delivered to you by Texas A&M – Commerce through the eCollege course management system. After taking the Student Orientation Tutorial, if you have questions about how the eCollege course management software works, please click on the ?Help button at the top right-hand side of your browser screen. If you can't find the answer to your question in these Help pages, you may click on the HelpDesk button in the left-hand navigation bar of the Help pages and email the HelpDesk through the form provided.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. The HelpDesk can be reached by clicking on the HelpDesk link in the Help pages as described above, or by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 1-866-656-5511 .

**How do I submit assignment files?**

*All assignment files must be submitted in MICROSOFT WORD format. If you use another word processor, it is YOUR RESPONSIBILITY to translate the file into Word and make sure that all fonts, graphics, etc. are as they should be. Please double check to ensure that the file you are uploading is the one you intend to submit, and be sure that it includes your **name and e-mail addresses** at the top of the first page, and is free from viruses.*

**SUBSTANTIAL DELAYS DUE TO VIRUS PROBLEMS ARE YOUR RESPONSIBILITY.** Please use virus-scanning tools if you feel your system and software is suspect. **It is your responsibility to ensure that the file is virus-free before you submit it.**

When it is time to submit the file, the file must be loaded into the

correct drop box in e-college FOR THAT PARTICULAR ASSIGNMENT.

**IMPORTANT:** When you submit your written assignments to the eCollege dropbox, they will automatically be submitted to Turnitin.com. Turnitin.com DOES check to see if any part of the document is copied from any other document in their files...published or unpublished. Because of the nature of the assignments, some duplication is acceptable and even expected...such as the repetition of titles, names and specific questions and quotations. Within 24 hours of submission, you should be able to check for your report detailing what percentage of your paper has been previously submitted. You are expected to correct and resubmit to reduce it as low as possible (be sure to allow extra time for this!) Anything over 20% will result in automatic point deductions, but anything (no matter what % turnitin.com shows) that does not follow acceptable documentation and citation practices will result in grade deductions or worse. See **Citation Examples** in Doc Sharing. Correct sentence structure, grammar and spelling are expected on all written assignments submitted for a grade. For additional help with written assignments, please contact the Online Writing Lab at <http://www.tamu-commerce.edu/litlang/writingcenter/default.asp>.

### Course Policies

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Students often believe that Internet courses are independent study or electronic correspondence courses and they can work at their own pace throughout the course. Although the schedule does provide some flexibility and does not require class attendance (or commuting to and from class), student discipline to meet due dates for lesson assignments, course projects, and exams and quizzes is required. If a student gets behind and decides that they should drop the course, they will be evaluated on the work completed up to the point of the request to drop. Generally, students will receive a DP (drop passing) if they are reasonably current with their assignments and a DP will be provided until the “Last day to drop a course or withdraw from school”.

Incomplete grades are usually reserved for students who have a family or medical emergency during the last couple of weeks of classes. For students who are allowed to receive an Incomplete in the course, the policy will be that the student will be required to course by mid-term of the following 16 week semester or they will receive a one-letter reduction. The University policy states that Incompletes that are not removed by the end of the next long semester will turn into an “F”. Please maintain regular “attendance” (that is, stay current with your work) in the class to avoid these problems.

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### Course Description

This course provides an in-depth learning experience emphasizing the development of the skills and knowledge required for successful managerial performance. It focuses on such areas as developing self-awareness, creative problems-solving, supportive communication, use of power and influence,

motivation techniques, and managing conflict.

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**Course Objectives**

**Course Objectives:**

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

**Management Fundamentals**

You may use the paperback version sold by the bookstore or any 8<sup>th</sup> edition of the Fundamentals of Management by Robbins. The publisher is Pearson.

There will be NO casebook required this semester. We will be using cases from the chapter in an effort to reduce costs.

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**Course Grading**

Value Statement	5%
Unit Quizzes	25%
APA Quiz	5%
Individual & Group Cases	20%
Term Project	25%
Journal Assignments	20%
<b>Total:</b>	<b>100%</b>

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**Units**

The course will consist of 6 units with each unit covering 2 to 4 chapters. Each unit will include several types of activities to be completed and will vary depending on the chapters covered. Examples of assignments will be reading of assigned chapters from text, journal entries and additional written assignments, individual or group case analysis, discussion and a unit quiz.

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**Unit Quizzes**

There will be a timed on line objective quiz (multiple choice or true false) at the end of each unit. The date of each quiz will be announced in advance and the student will complete the quiz within the allowed time window. Once you begin the quiz, you **MUST NOT** exit the quiz until you have submitted it for a final grade. Do not attempt to use or you will receive a 0

for the exam. It is VERY important that you save your work every 10 - 15 minutes or it will time you out the quiz will close.

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### Case Analysis

Each unit will include one case analysis. Some will be individual and some will be group assignments. It is VERY important that on the individual assignments you work INDEPENDENTLY of others and on the group assignments you work WITH the other members of your assigned group.

For INDIVIDUAL cases, each student should read and evaluate the case independently and then prepare and submit a written analysis and answer all Discussion Questions assigned to the case. It is expected that you will apply concepts from the unit text to the case and even better if you can make personal applications.

For Group cases, due to time limitations, you will be assigned to a group of 5 – 6 team members. You will work together to complete a group activity or research project. It is imperative that you maintain regular contact with your group members during the time periods when these specific group cases are assigned. Your group will receive a group grade for the execution and write up of the assignment. Each member of the group will also complete a Group Member Evaluation for themselves and each member of their group. These evaluations will be used by the instructor to make individual grade adjustments on these assignments.

The case analysis should be two to three pages, typed, and double-spaced, Times New Roman 12 font, with one-inch margins.

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### Semester Project

Each student will select a non-profit organization of their choice for which they will complete a minimum 10 week volunteer *leadership* project for that organization during this semester. It is recommended that you choose an organization that you are interested in and will allow you the opportunity to apply the skills that you will be developing during the course of the semester. These can be school, church, civic organizations...scouts, youth league sports, school mentoring, church, service organizations, chamber of commerce, and relay for life...the list is as broad as your interests.

You will need to complete the information sheet (MGT 585 Volunteer Initial Information Form) found in doc sharing by the *beginning* of Unit 2 and place it in your Semester Project drop box. The information sheet should include the organization name, address, contact person and phone number, beginning and ending dates (during this semester) and a description of your responsibilities.

You should plan to work with the organization you have chosen a minimum of 6 out of the 8 weeks of the semester for a total of 10 to 12 hours during the course of the semester (average 1 to 2 hours per week). It is possible that the group you are working with might not meet weekly. This is ok as long as you get in at least the

minimum number of hours with the group. This is not as good of an opportunity because it is more difficult to spread the experience out and practice the individual skills, but it can still provide a valuable learning experience. Just a note, I have had lots of students do 2 to 3 times that amount of hours...not required, but by choice

It is strongly suggested that you provide a weekly update in the folder at the end of each week to document your efforts and accomplishments. This should describe how you *applied* what you learned in previous week assignments and concepts directly to your project that week. This will be a progress report on your project. One week before the final class day, you will turn in a 5 page description of your assessment of the organization and its organizational structure (call it your Leadership Experience Report) and place it in the drop box. It should include but not be limited to your initial perceptions and expectations about the organization and the project, your final analysis of the actual organization and organizational structure, a SWOT analysis of the organization. The main part of the report should describe your role in the organization and the leadership challenges and successes you experienced and **WHAT YOU HAVE LEARNED** from the experience. If you have been thorough in your weekly updates, you should have no problem completing this report.

It has been my personal experience that volunteer projects can provide some of the best opportunities to practice management skills. In a volunteer leadership role, you do not have the "whip" of firing or other punitive measures or the "carrot" of raises or promotion. Your ability to gain the cooperation of your group is based entirely on your people and leadership skills. Another real benefit is you get to practice away from your work environment.

Each semester in the final reports I get lots of students admitting that in the beginning they had apprehension and even dread of completing this assignment, but those usually end with reports of great success and pledges to continue their volunteer assignment after the completion of the semester. In extreme circumstances, I have allowed an optional assignment, but it is on a case by case basis and it is not recommended.

## **Journal Assignments**

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The journal entries will relate directly to each lesson. You will be required to provide personal applications (example of past work, educational, or other experiences) that illustrate the personal leadership development experience to the management and leadership topics discussed in the lesson. Outside source are encouraged to support your opinions. Some assignments will require you to rent and watch a "classic" (some older and some newer) movie and answer specific questions about certain management skill elements in the movie. The personal leadership journal entry should be approximately 2 pages.

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**Students  
with  
Disabilities**

**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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Halladay Student Services Building  
Room 303 A/D**

**Phone (903) 886-5150 (903) 886-5150 or (903) 886-5835 (903) 886-5835**

**Fax (903) 468-8148**

StudentDisabilityServices@tamu-commerce.edu

**MGT 585 Rubrics (Sewell)**

**Volunteer Project Rubric**

<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Excellent effort in completing an appropriate volunteer project for a non-profit organization for the minimum required weeks and hours. (55-60 points)	Limited effort in completing an appropriate volunteer project for a non-profit organization. Between 50% and 75% of the required weeks and hours completed. (45-55 points)	Poor effort in completing an appropriate volunteer project for a non-profit organization. Less than 50 percent of the required weeks and hours completed. (40 -45 points)
Submitted a well written and documented account of the experience with good application of the concepts learned in the course. (25-30 points)	Submitted a limited written and documented account of the experience with limited application of the concepts learned in the course. (20-25 points)	Submitted a poorly written and undocumented account of the experience with no application fo the concepts learned in the course. (10-20 points)

No errors in spelling, grammar, or APA formatting (10 points)	Minor errors in spelling, grammar, or APA formatting (5-9 points)	Major errors in spelling, grammar, or APA formatting (0-4 points)
100 - 90	89 - 70	69 - 50

### Individual Case Rubric

<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Utilized appropriate theories and concepts and applied them correctly (25-30 points)	Minor errors in utilization of theories and concepts with limited application (20-25 points)	Did not utilize or apply theories or concepts correctly (10-20 points)
Appropriately addressed key requirements and/or questions of the case (55-60 points)	Addressed some of the key requirements and/or questions of the case (45-55 points)	Did not address the key requirements and/or questions of the case (40-45 points)
No errors in spelling, grammar, or APA formatting (10 points)	Minor errors in spelling, grammar, or APA formatting (5-9 points)	Major errors in spelling, grammar, or APA formatting (0-4 points)
100 - 90	89 - 70	69 - 50

### Group Case Rubric

<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Utilized appropriate theories and concepts and applied them correctly (25-30 points)	Minor errors in utilization of theories and concepts with limited application (20-25 points)	Did not utilize or apply theories or concepts correctly (10-20 points)
Appropriately addressed ALL key requirements and/or questions of the case (25-30 points)	Addressed some of the key requirements and/or questions of the case (20-25 points)	Did not address the key requirements and/or questions of the case

		(40-45 points)
All members work together on all sections of the case (not divided among members). Members utilize the appropriate tools for distance group work and overcame communication and other group challenges. (25-30 points)	Most members worked together on most sections of the case (some division among members). Members had limited success in using the appropriate tools for distance group work with limited success in overcoming communication and other group challenges. (25-30 points)	Members divided the sections of the assignment up between themselves (complete division among members). Members failed to use appropriate tools for distance group work and failed to overcome communication and other group challenges. (25-30 points)
No errors in spelling, grammar, or APA formatting (10 points)	Minor errors in spelling, grammar, or APA formatting (5-9 points)	Major errors in spelling, grammar, or APA formatting (0-4 points)
100 - 90	89 - 70	69 - 50

**Complete Journal Rubric**

<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Applied personal experiences and utilized and applied appropriate theories and concepts correctly . (25-30 points)	Minimal application of personal experiences with minor errors in utilization and application of appropriate theories and concepts. (20-25 points)	No personal applicaation and did not utilize or apply theories and concepts correctly. (10-20 points)
Appropriately addressed key requirements and/or questions of the journal assignment (55-60 points)	Addressed some of the key requirements and/or questions of the journal assignment (45-55 points)	Did not address the key requirements and/or questions of the

		journal assignment (40-45 points)
No errors in spelling, grammar, or APA formatting (10 points)	Minor errors in spelling, grammar, or APA formatting (5-9 points)	Major errors in spelling, grammar, or APA formatting (0-4 points)
100 - 90	89 - 70	69 - 50

**Group Project Rubric**  
*(Individual sections and final project)*

<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Utilized appropriate theories and concepts and applied correctly (25-30 points)	Minor errors in utilization of theories and concepts with limited application. (20-25 points)	Did not utilize or apply theories or concepts correctly (10-20 points)
Appropriately addressed ALL key requirements and/or questions of the assignment (25-30 points)	Addressed some of the key requirements and/or questions of the assignment (20-25 points)	Did not address the key requirements and/or questions of the assignment (40-45 points)
All members work together on ALL sections of the assignment (not divided among members). Members utilize the appropriate tools for distance group work and overcome communication and other group challenges. (25-30 points)	Most members worked together on most sections of the assignment (some division among members). Members had limited success in using the appropriate tools for distance group work with limited success in overcomeing communication and other group challenges. (25-30 points)	Members divided the sections of the assignment up between themselves (complete division among members). Members failed to use appropriate tools for distance group work and failed to overcome communication and other group challenges. (25-

		30 points)
No errors in spelling, grammar, or APA formatting (10 points)	Minor errors in spelling, grammar, or APA formatting (5-9 points)	Major errors in spelling, grammar, or APA formatting (0-4 points)
100 - 90	89 - 70	69 - 50

NOTICE: this syllabus is a *guideline* of what I have planned for this course this semester.... it is always in a state of change. In the “real world” managers must react to change as situations dictate...this is how I teach this class. If I see an opportunity to improve the learning experience by adding or deleting an assignment (and making the necessary points adjustments), I will not hesitate to make any changes that I feel are necessary.