



**CLASSROOM:** Web-Based Course  
**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 3<sup>rd</sup> Floor  
**Office Hours:** Tuesdays 9:30am – 12:00pm and by Appointment (or send me an email anytime!)

### REQUIRED TEXTS:

**Brian M. Carney and Isaac Getz. Freedom, Inc.. New York: Crown Business, 2009. ISBN: 978-0-307-40938-6**

### COURSE OVERVIEW AND OBJECTIVES:

This course is an investigation of extraordinary business results achieved by coupling unique business strategies with innovative organizational practices. The texts identified above, and case studies will provide background for review of companies that have broken out of the ranks of mediocrity and are setting the pace for new “best practices” that may be characterized as non-traditional, radical, unorthodox or visionary. This course is intended to stimulate students’ thinking and possible analysis of his/her current work environment / experiences by presenting concrete, cogent and encouraging examples of alternate forms and new norms of performance excellence. Specifically, upon completion of this course, student should be able to:

- Become familiar with the organizational concepts that transformed several notable firms from mere competence to performance excellence.
- Become acquainted with current wisdom on “best practices” in successful business operations.
- Gain an appreciation for how company ownership and control (i.e. publically or privately held) likely constrains or shapes operations, practices and growth.
- Gain valuable experience in conducting research and communicating how certain successful business leaders construct a framework of strategy, policy, practices, resources and culture to achieve their intended business objectives.
- **Gain useful experience in observation, reflection, analysis and communicating**

### COURSE FORMAT:

This course is entirely Web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do. PowerPoint slides and mini-lectures will be available for each of the Robbins et al. book chapters, either within the Lesson and/or under the “Doc Sharing” tab. We will also utilize the “Discussion Board” feature of eCollege (See the “Discussion Board” section for more details). I will post topics and/or questions to generate discussion among you and your classmates. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. I will also facilitate a few chat sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. ALL 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” 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**

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

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **TENETS OF COMMON BEHAVIOR STATEMENT:**

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

## **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 to the 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.
- **Discussion Boards:** For some of the chapters, discussion questions/topics will be posted online for class participation. Each student is required to make thoughtful posts as well as replies to other students' posts, and follow explicit instructions for posting requirements.

The discussion boards are an important part of your learning – plan to participate throughout the semester. These are considered assignments, and will be graded. In order to achieve the highest possible score for discussion board posts, please post an original response to the topic and more than two replies to show active engagement in the discussion.

Postings will be graded on two elements: critical thinking (addresses the question completely and in-depth; points are clearly made and evidence supports arguments/rationale; shows a clear grasp of content and elaborates with explanation and relevant examples); and responses to classmates (offers meaningful responses to the posts of others, more than simply “good post” or “I agree”).

I suggest that you read the issue posted in the discussion board, write your response to the issue offline, then copy/paste your response into the discussion board. Afterwards, read through the responses of your classmates and make meaningful comments on their posts (perhaps giving an example to support their view or offering an alternative explanation).

Once the discussion boards have been closed, they *will not* be re-opened. See the tentative schedule of due dates at the end of this document for the scheduled discussion posts.

- **Chat Sessions:** I will facilitate a few chat sessions throughout the course. It is not required that you participate in the chats, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the chat room: (1) Click the “Live” tab at the top of the eCollege course screen; (2) Click “Main” to enter the main discussion room for this course; Then “Click the Button to Enter Chat” **TWICE**.

## **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”.

4. **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%)
Discussion Board Assignments (2@ 50 Pts Each)	Individual	100 points (17%)
<b>Course Total</b>		<b>600 points</b>

**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.

**CASE ASSIGNMENTS:**

Throughout the semester, you will be required to analyze four cases that can be found eCollege Doc Sharing. The case work is worth a total of 300 points (50% 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.

**FINAL EXAM:**

The final exam will test your comprehension of the 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.

- ❖ **IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**
- ❖ **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS (APA FORMATTING AND ARTICLE), ALL FOUR CASE ASSIGNMENTS, AND THE FINAL EXAM ARE DUE BY 11:59PM (CST) ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON TUESDAYS.**
- ❖ **PLEASE NOTE THAT CHAT SESSIONS ARE HELD ON WEDNESDAYS**

TOPIC & DATE (TUESDAY)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAM	WORK DUE: BY 8:00 AM ON THIS DAY
1. August 27 <b>Management History</b>	F: Introduction F: Chapter 1 Read, Initial, and Submit the Honesty Policy ***APA Formatting Assignment	
<b>Chat Session – Thursday, Aug 29<sup>th</sup> 8:30-9:30 PM CST</b>		
2. September 3 <b>Job Satisfaction</b>	F: Chapter 2 J: Judge et al (2001) – Job Satisfaction & Job Performance ***Article Assignment 1 Assigned	Honesty Policy  APA Formatting Assignment
3. September 10 <b>Job Stress</b>	F: Chapter 3 J: Ferguson (2012) - Workplace Stress C: Does this Milkshake Taste Funny? (Case 1 Assignment)	Article Assignment 1
4. September 17 <b>Family-Work Balance</b>	F: Chapter 4 J: Powell & Greenhaus (2006) – Work-Family Enrichment <a href="http://blogs.hbr.org/cs/2013/07/successfully_integrate_your_work_life.html">http://blogs.hbr.org/cs/2013/07/successfully_integrate_your_work_life.html</a> <a href="http://blogs.hbr.org/cs/2013/06/work-life_balance_isnt_the_poi.html">http://blogs.hbr.org/cs/2013/06/work-life_balance_isnt_the_poi.html</a>	Case 1 Assignment
<b>Chat Session – Thursday, Sept 18<sup>th</sup> 8:30-9:30 PM CST</b>		
5. September 24 <b>Motivation</b>	F: Chapter 5 J: Schwartz (2011) – Motivation	
6. October 1 <b>Change Management</b>	F: Chapter 6 J: Huy (2001) – Middle Managers J: Kotter (1990) – What leaders really do C: Welcome Aboard (But Don't Change A Thing) (Case 2 Assignment)	
7. October 8 <b>(Servant) Leadership</b>	F: Chapter 7 J: Avolio, Walumbwa, & Weber (2009) – Leadership Overview J: Boone & Makhani – Servant Leadership	Case 2 Assignment
8. October 15 <b>Learning Organizations</b>	F: Chapter 8 J: Garvin (2008) – Learning Organizations Discussion Board Assignment 1 Opens (Work-Life Balance)	
<b>Chat Session – Tuesday, Oct 23<sup>rd</sup> 8:30-9:30 PM CST</b>		
9. October 22 <b>Corporate Social Responsibility</b>	F: Chapter 9 J: Marrewijk (2003) – Corporate Social Responsibility <a href="http://blogs.hbr.org/fox/2012/04/you-might-disagree-with-milton.html">http://blogs.hbr.org/fox/2012/04/you-might-disagree-with-milton.html</a> <a href="http://blogs.hbr.org/cs/2012/01/why_csrs_future_matters_to_you.html">http://blogs.hbr.org/cs/2012/01/why_csrs_future_matters_to_you.html</a> C: Gore and Associates (Case 3 Assignment)	Discussion Board Assignment Closes
10. October 29 <b>Organizational Citizenship Behaviors</b>	F: Chapter 10 J: Lavelle (2010) – Organizational Citizenship Behaviors	Case 3 Assignment
11. November 5 <b>Ethics</b>	F: Chapter 11 J: Rutherford et al (2012) - Ethics Courses in Undergraduate B-School Programs Discussion Board Assignment 2 Opens (Ethical Decision Dilemmas)	
12. November 12 <b>Intuition</b>	F: Chapter 12 J: Dane & Pratt (2007) – Intuition C: Time for a Unified Campaign? (Case 4 Assignment)	Discussion Board Assignment
MGT 585 – Management Skills Development		5

		Closes
13. November 19 <b>Time Management</b>	F: Chapter 13 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	<b>Case 4 Assignment</b>
14. November 26 <b>Proactive Employees</b>	F: Chapter 14 J: Campbell (2000) – Proactive Employees	
15. December 3	<b>***FINAL EXAM ASSIGNED</b>	
<b>16. December 10</b>	<b>HAVE A WONDERFUL HOLIDAY BREAK!</b>	<b>FINAL EXAM DUE</b>

THIS WEEKLY SCHEDULE IS TENTATIVE;

**F:** Freedom, Inc;

**C:** CASE THAT CAN BE FOUND IN DOC SHARING (eCollege);

**J:** JOURNAL ARTICLE

## Case Analysis Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Critical Issues and Depth of Analysis</b></p> <p>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.</p> <p><b>Score:</b></p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p><b>(30)</b></p>	<p>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.</p> <p><b>(24)</b></p>	<p>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.</p> <p><b>(21)</b></p>	<p>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.</p> <p><b>(18)</b></p>
<p><b>Literature Review of the Managerial Issues—Reference Support</b></p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p>	<p>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.</p> <p><b>(20)</b></p>	<p>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.</p> <p><b>(16)</b></p>	<p>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.</p> <p><b>(14)</b></p>	<p>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.</p> <p><b>(12)</b></p>
<p><b>Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case</b></p>	<p>Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.</p>	<p>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</p>	<p>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</p>	<p>Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.</p>

<b>Score:</b>	<b>(10)</b>	<b>(8)</b>	<b>(7)</b>	<b>(6)</b>
<b>APA Formatting of References</b>  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).
<b>Score:</b>	<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>
<b>Turnitin.com Similarity Rating</b>	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.
<b>Score:</b>	<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>
<b>Overall Quality of Written Communication</b>	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.
<b>Score:</b>	<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>
<b>Total Score:</b>				

## **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.