



CLASSROOM: eCollege Web-Based Course
MEETING TIME: See Course Schedule for Assignment due Dates and Live Session Times
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Standard Time (CST) Zone (Commerce, TX) times.

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****THE BEST WAY TO REACH ME OR TO MAKE APPOINTMENTS IS BY MY TAMUC EMAIL
STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE BY EMAIL OR IN ECOLLEGE

REQUIRED TEXTBOOKS

Pfau, B. N., & Kay, I. T. (2002). Human Capital Edge. McGraw-Hill.

O'Dell, C., & Hubert, C. (2011). The New Edge in Knowledge. John Wiley & Sons

COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:

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 ideas in a group discussion.

METHODS FOR ASSESSING EXPECTED LEARNING OUTCOMES:

Online discussion participation and leadership, case analysis papers, final project.

COURSE STRUCTURE

This course is entirely Web-based and will consist of a mixture of online group discussions and online lectures. I've designed the course and thought carefully about the types of assignments and format that would be best suited to the course goals. **Nevertheless, the quality of the course will depend very much on the preparation and effort expended by all members of the course.** 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. We will utilize the "Discussion Board" feature of eCollege. 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 live sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. PowerPoint slides for the live sessions will be available under the "Doc Sharing" tab. You should submit all of your work in a format that is compatible with **Microsoft Word** and post it in the appropriate "Dropboxes" when due.

COURSE SCHEDULE:

A specific course schedule is included on page 5 of this syllabus.

GRADING

Component	Type	Value
Case Assignments (2 @ 150 Points Each)	Individual	300 points (30%)
Final Project	Individual	300 points (30%)
Live Session (3 @ 33 Each)	Individual	99 points (9.9%)
Discussion Leadership (103) & Posting (198)	Individual	301 points (30.1%)
Course Total		1000 points

GRADING SCALE:

Points	Grade
895 - 1000	A
795 - 894	B
695 - 794	C

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

Withdrawal - Must be initiated by the student administratively.

PERFORMANCE COMPONENTS

CASE ANALYSIS: Throughout the semester, you will be required to analyze two cases (of three) that will be posted on eCollege under the "Doc Sharing" section. The case work is worth a total of 300 points (30% 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 under Appendix A.

DISCUSSION THREADS:

Discussion Leader Requirements: Each student will be expected to lead an online class discussion once during the semester. **Discussion leaders are expected to think about the main points of the assigned chapter and to generate two posts for online discussion that relates to the assigned case and chapter for the unit.** Discussion leaders should develop a flexible plan for their thread. Some of the following elements could be incorporated into the online discussion plan, but there are certainly other possibilities: extracting broad themes from the readings, discussing points from other students' posts and integrating new readings with ideas from earlier sections. Discussion leaders should try to move beyond a simple review of the material and stimulate online discussion about the issues raised in the articles, apparent inconsistencies in the readings, implications, applications, etc. **Discussion leaders are expected to post 1 original thread and to keep the discussion active until the thread comes to a resolution. Grades for discussion leadership will be based on the substance and quality of interaction that takes place among participants during the online class discussion. Original threads are expected to be posted by 11:59 PM on Monday of the assigned week for a section. On the week that you are the discussion leader you are not required to post on the other discussion leader threads for that week.**

Non-Discussion Leader Requirements: Students are expected to participate in online class discussions and to help cultivate an environment that fosters other students' participation. Participation can take a variety of forms, including posing questions, answering questions, pointing out disagreements or inconsistencies that come up in the readings or in online class discussions, or sharing ideas you plan to express in your case analysis paper. **Your grade for the online discussion for each unit will be determined by whether you posted the required number of posts in the right timeframe**

LIVE SESSION PARTICIPATION: For each Unit (3 total), I will facilitate a live session in order to answer any questions or concerns about the course and provide a high-level overview of the Unit. You will be required to actively participate in this live session by responding to questions, asking questions, making comments, and responding to other student's questions and comments. Live sessions will typically last no more than 90 minutes and will be recorded for later viewing. **On the days indicated on the schedule below, the live sessions will always begin at 8:00 PM Central time, so plan now to clear your schedule on those 3 nights! If for some reason you are not able to participate in one or more of the live sessions, please contact me before the live session (if at all possible) to discuss your options.**

FINAL PROJECT: The final project will apply your comprehension of the textbooks, the live session lectures, and the online discussions. For more information and the grading rubric, see Appendix B at the end of the syllabus.

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week. This is one way of "attending" the class. As mentioned earlier. I will also facilitate 3 live sessions throughout the course. Not only are you required to participate in the live sessions, 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 live session: Click the "Live" tab at the top of the eCollege course screen.

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 syllabus as written AND 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).

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**

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).

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. 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 and attend all live sessions.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course 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. 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. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
 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” or you will receive an automatic 0.
 4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they 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.
- **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.
- **Make-up 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.

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.

FINALLY: This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to **all** policies stated in this syllabus.

DATE (MONDAY)	WORK ASSIGNED: READINGS/ASSIGNMENTS	ASSIGNMENTS DUE
1. August 26 INTRO	Read introductions in two books Become acquainted with the course, introduce self on intro thread, receive discussion leader assignments	
2. September 2 UNIT 1	Human Capital Edge: Chapters 1-2 Ch. 1-2 Discussion Threads	
3. September 9 UNIT 1	Human Capital Edge: Chapters 3-5 Ch. 3-5 Discussion Threads	Live Session 1—8 PM (Monday Sep 9th)
4. September 16 UNIT 1	Human Capital Edge: Chapters 6-7 Ch. 6-7 Discussion Threads	
5. September 23 UNIT 1	Human Capital Edge: Chapters 8-10 Ch. 8-10 Discussion Threads	Case 1 Due Sunday Sep 29 @ 11:59 PM on eCollege
6. September 30 UNIT 2	Human Capital Edge: Chapters 11-12 Ch. 11-12 Discussion Threads	
7. October 7 UNIT 2	Human Capital Edge: Chapters 13-15 Ch. 13-15 Discussion Threads	Live Session 2—8 PM (Monday Oct 7th)
8. October 14 UNIT 2	Human Capital Edge: Chapters 16-17 Ch. 16-17 Discussion Threads	
9. October 21 UNIT 2	Human Capital Edge: Chapters 18-20 Ch. 18-20 Discussion Threads	Case 2 Due Sunday Oct 27 @ 11:59 PM on eCollege
10. October 28 UNIT 3	New Edge in Knowledge: Chapters 2-3 Ch. 2-3 Discussion Threads	
11. November 4 UNIT 3	New Edge in Knowledge: Chapters 4-6 Ch. 4-6 Discussion Threads	Live Session 3—8 PM (Monday Nov 4th)
12. November 11 UNIT 3	New Edge in Knowledge: Chapters 7-8 Ch. 7-8 Discussion Threads	
13. November 18 UNIT 3	New Edge in Knowledge: Chapters 9-11 Ch. 9-11 Discussion Threads	Case 3 Due Sunday Nov 24 @ 11:59 PM on eCollege
14. November 25 CONCLUSION	***WORK ON FINAL PROJECT***	
15. December 2	***WORK ON FINAL PROJECT***	
16. December 9	HAVE A WONDERFUL HOLIDAY BREAK!	FINAL PROJECT DUE ON eCollege by 11:59 PM

❖ THIS WEEKLY SCHEDULE IS TENTATIVE.

**Appendix A:
Case Analysis Grading Rubric**

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues and Depth of Analysis</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>Score:</p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p>(37.5 - 34)</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>(33 - 30)</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>(29 - 27)</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>(26 - 23)</p>
<p>Literature Review of the Managerial Issues—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Provides an impressive 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>(37.5 - 34)</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>(33 - 30)</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>(29 - 27)</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>(26 - 23)</p>
<p>Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case</p> <p>Score:</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>(37.5 - 34)</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 recommendations.</p> <p>(33 - 30)</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 recommendations.</p> <p>(29 - 27)</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> <p>(26 - 23)</p>

Overall Quality of Written Communication	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent analysis that contained a few minor errors.	Student presented a rather coherent analysis that contained several minor errors.	Student presented an incoherent analysis that contained several major errors.
Score:	(37.5 - 34)	(33 - 30)	(29 - 27)	(26 - 23)
Total Score:				

Appendix B: Final Project

Introduction and motivation

(Why are we doing this?)

Most of you either currently work for a company and/or have worked for a company in which you have noticed problems, challenges, and issues arise in how the business is run. For this final project you'll be asking yourself: Why would a manager even care about the information that was presented in the course? How are you really helping them? What would they value about what you learned?

You'll be doing some work to answer these questions in relation to a company you currently work for (or have worked for), and then preparing 15 points to demonstrate that you have gained:

- 1) an appreciation for managements' problems/challenges/issues and the contexts in which they arise;
- 2) a clear understanding of how the information in this course solves some of those problems/challenges/issues;
- 3) evidence that management values (or would value) the information presented; and
- 4) a plan for how you can improve the firm as a result of this information.

Directions

(Okay, so what do I have to do and how do I do it?)

Step 1: Review the company you work for (or have worked for) and what you have learned in the course

You likely already work for a company and may even be a manager in that company. Think about the problems, challenges, and issues that exist in that company. Consider the online lectures and discussions. Also have a look at the information presented in the textbook in relation to the problems, challenges, and issues you identify. After you identify specific problems, challenges, and issues, then identify relevant outside sources only from the journal list provided on eCollege.

Step 2: Plan your work

The broad goal of this assignment is to put yourself in the shoes of management from the company you work for (or have worked for) and identifying how the information you have learned in the course could help to increase the effectiveness of management in the firm and then create a 15 point document that clearly demonstrates what you have learned that would be of use to management, providing evidence from two different OUTSIDE sources per point (30 total references) ONLY from the journal list provided on eCollege. It might also help at this point to review how you're going to be assessed (see below).

Step 3: Complete the assignment

The deliverable for completing the assignment will be a document that contains 15 points. **These 15 points should be detailed enough that management could actually use the feedback by implement clear and concrete plans for change and need to each be supported by two different outside sources ONLY from the journal list provided on eCollege for a total of 30 references (include reference section at the end).**

Final Project Assessment Form**

Student Name:

1) How well does the paper address the objective of the assignment? (60%):

The paper demonstrates a clear understanding of management	0	2	4	6
Readers gain an appreciation for management's problems/challenges/issues and the context in which it arises	0	2	4	6
It is clear how the 15 points could help solve the problem	0	2	4	6
It is evident that management values or would value the offering	0	2	4	6
It is explained how this information will lead to improvements in the firm in which management work	0	2	4	6

Average (out of 180) =

2) Was the paper compelling, clear, imaginative, and informative? (40%):

The 15 points were creative and imaginative	0	2	4
The 15 points were clear and relevant to the overall theme	0	2	4
The paper was effective, informative and appealing	0	2	4

Average (out of 120) =

Total Score (out of 300) =

****Please note that unless two unique outside sources ONLY from the journal list on eCollege are used to support each point (30 total references), then that point will not count. For each point that does not count, an automatic 3% will be deleted from your total grade above.**