



CLASSROOM: UCD

Instructor: Dr. Alex Williams
E-mail: Alex.Williams@tamuc.edu
Office: CBE 3rd Floor
Office Hours: By Appointment (or send me an email anytime!)

REQUIRED TEXTS:

Robbins, S.P., De Cenzo, D.A., & Coulter, M. 2013. Custom Edition of Fundamentals of Management (8th Edition) with Six Cases. Pearson.

Print Version ISBN: 9781256550464. Cost: \$155.20 (Used); \$194.00 (New)*

E-Book Version ISBN: 9781256773399. Cost: \$101.15 (Used); \$126.40 (New)*

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

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.

COURSE FORMAT:

The structure of the class will include both passive (e.g., lectures, videos, handouts) and active (e.g., class discussions, in-class activities, group projects) instruction. You will be responsible for reading all materials assigned, whether we discuss them in class or not. The lectures are intended to expand on the written materials and provide a deeper understanding of the issues faced in the field. While everything in the written materials will not be highlighted in the lectures, they may be included on the exam. Please feel free to ask about any part of the written materials during the lectures.

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. PowerPoint slides and mini-lectures will be available for each of the book chapters under the Doc Sharing tab. Also, many 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" when it is due.

COURSE SCHEDULE:

A course schedule is included within this syllabus.

MGT 585 – Management Skills Development

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

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 attend class and 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 in class or 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 outside of 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.
- **Class Attendance:** I realize that work schedules will dictate that students miss class at times. However, please keep the following in mind:
 - **You registered for a live class** – therefore, attendance is expected.
 - **Notify me ahead of time** – try to let me know when you will miss class (as far in advance as possible).
 - **Classmates are a valuable resource** – get information about what you missed from them.
 - **Participation Points** – if missing class becomes a habit, points will be deducted from participation.

ASSIGNMENTS:

- **Case Assignments**
Throughout the semester, you will be required to analyze four cases that can be found in the custom edition of the Robbins et al. text. The case work is worth a total of 300 points (60% 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.
- **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”.
- **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 (2 @ 150 Points Each)	Individual	300 points
Final Exam	Individual	200 points
Course Total		500 points

GRADING SCALE:

A	90 – 100%	450-600 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

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

CASE ASSIGNMENTS:

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FINAL EXAM:

The final exam will test your comprehension of the Robbins et al. text and the four main functions of management via four essay items. The exam is worth 100 points. A grading rubric for the exam can be found at the end of this syllabus.

WEEK & DATE	ASSIGNED CHAPTER READINGS	WRITTEN ASSIGNMENTS DUE: BY 1:00 PM ON THIS DAY
1. July 8	R: Chapter 1—Managers and Management R: Chapter 3—The Management Environment	
2. July 10	R: Chapter 4— Integrative Managerial Issues R: Chapter 5—Foundations of Decision Making	Honesty Policy (7-10-14)
3. July 15	R: Chapter 7—Foundations of Planning R: Chapter 8—Organizational Structure and Design	
4. July 17	R: Chapter 9—Managing Human Resources	Case 1 Assignment-Dick Spencer (7-18-14)
5. July 22	R: Chapter 11—Managing Change and Innovation	
6. July 24	R: Chapter 12—Foundations of Individual Behavior	
7. July 29	R: Chapter 14—Motivating and Rewarding Employees	Case 2 Assignment-Fred Maiorino (7-30-14)
8. July 31	R: Chapter 13—Understanding Groups and Managing Work Teams R: Chapter 15—Leadership and Trust	
9. Aug 5	R: Chapter 16—Managing Communication and Information R: Chapter 17—Foundations of Control	
10. Aug 7		FINAL EXAM DUE (7-7-14)

THIS WEEKLY SCHEDULE IS TENTATIVE;
R: ROBBINS ET AL. TEXT BOOK;
C: CASE THAT CAN BE FOUND IN THE ROBBINS ET AL. BOOK;

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>(70)</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 more depth.</p> <p>(60)</p>	<p>Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p>(50)</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>(40 and below)</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 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>(70)</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>(60)</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>(50)</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>(40 and below)</p>
<p>APA Formatting of References</p> <p>Students must cite all references in APA format, in-text and on reference page.</p> <p>Score:</p>	<p>Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).</p> <p>(5)</p>	<p>Student cited most references properly, formatted in APA Style (a few minor errors).</p> <p>(4)</p>	<p>Student cited many references properly, formatted in APA Style (4 or more minor errors).</p> <p>(3)</p>	<p>Student cited few references properly (4 or more errors with at least 1 being a major error).</p> <p>(2)</p>
<p>Turnitin.com Similarity Rating</p> <p>Score:</p>	<p>Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.</p> <p>(5)</p>	<p>Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).</p> <p>(4)</p>	<p>Student submits a paper that scores a rather high similarity rating (between 50% and 75%).</p> <p>(3)</p>	<p>Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.</p> <p>(2)</p>
<p>Total Score:</p>	<p>___ out of 150</p>			

Final Exam Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Q1: Response and Reference Support</p> <p>Demonstration of applicable knowledge of managerial planning. The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Thoroughly demonstrated applicable knowledge of managerial planning. Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p>(25)</p>	<p>Demonstrated applicable knowledge of managerial planning; convincing, but could have gone into a bit more depth. More references and empirical research could have been used to support the discussion and more references could have come from top-tier journals.</p> <p>(21)</p>	<p>Demonstrated applicable knowledge of managerial planning, but could have gone into much more depth. Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p> <p>(18)</p>	<p>Failed to demonstrate applicable knowledge of managerial planning; lacks any significant degree of depth. Hardly any references or empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites.</p> <p>(14)</p>
<p>Q2: Response and Reference Support</p> <p>Demonstration of applicable knowledge of organizing. The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Thoroughly demonstrated applicable knowledge of organizing. Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p>(25)</p>	<p>Demonstrated applicable knowledge of organizing; convincing, but could have gone into a bit more depth. More references and empirical research could have been used to support the discussion and more references could have come from top-tier journals.</p> <p>(21)</p>	<p>Demonstrated applicable knowledge of organizing, but could have gone into much more depth. Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p> <p>(18)</p>	<p>Failed to demonstrate applicable knowledge of organizing; lacks any significant degree of depth. Hardly any references or empirical research was used to support the discussion. The few articles used came from low-level journals or websites.</p> <p>(14)</p>
<p>Q3: Response and Reference Support</p> <p>Demonstration of applicable knowledge of leading. The more reference support you use, the better. The quality of the</p>	<p>Thoroughly demonstrated applicable knowledge of leading. Empirical research from multiple journal articles provided support for the discussion. Several of the journal</p>	<p>Demonstrated applicable knowledge of leading; convincing, but could have gone into a bit more depth. More references and empirical research could have been used to support the</p>	<p>Demonstrated applicable knowledge of leading, but could have gone into much more depth. Much more references and empirical research could have been used to support the</p>	<p>Failed to demonstrate applicable knowledge of leading; lacks any significant degree of depth. Hardly any references or empirical research was used to</p>

journals is also important.	articles used came from top-tier journals.	discussion and more references could have come from top-tier journals.	discussion. Most of the articles came from lower-level journals.	support the discussion. The few articles used came from low-level journals or websites.
Score:	(25)	(21)	(18)	(14)
Q4: Response and Reference Support Demonstration of applicable knowledge of controlling. The more reference support you use, the better. The quality of the journals is also important.	Thoroughly demonstrated applicable knowledge of controlling. Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.	Demonstrated applicable knowledge of controlling; convincing, but could have gone into a bit more depth. More references and empirical research could have been used to support the discussion and more references could have come from top-tier journals.	Demonstrated applicable knowledge of controlling, but could have gone into much more depth. Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.	Failed to demonstrate applicable knowledge of controlling; lacks any significant degree of depth. Hardly any references or empirical research was used to support the discussion. The few articles used came from low-level journals or websites.
Score:	(25)	(21)	(18)	(14)
Total Score:	___ out of 100			

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