SPRING SEMESTER 2015
MGT 585—01E: MANAGEMENT SKILLS DEVELOPMENT

CLASSROOM: In Class (Web-Enhanced)
MEETING TIME: Tuesday 6:15- 855 PM CST (Commerce Campus)
LOCATION: BA 340
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

Instructor: Dr. Sonia Taneja
E-mail: Sonia. Taneja@tamuc.edu
Office: CBT 311
Office Hours: Tuesday 1:00-5:00 p.m. and by Appointment
Phone: 903-886-5697 (The best way to contact me is through email)

REQUIRED TEXT:

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:

This course is IN CLASS (Web- Enhanced). 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 will be available for each of the Robbins et al. book chapters, under the “Doc Sharing” tab. We will also utilize the class room to have “Discussion on various management practices”. I will post topics and/or questions to generate discussion among you and your classmates. You are encouraged to respond to your classmates’ questions and comments. 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 2007/2010** and post it in the appropriate “Dropboxes” it is due. The final exam will be available early in the semester, under the Week 15 tab.

COURSE SCHEDULE:
A course schedule is included on the fifth page of 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".

NON-DISCRIMINATION STATEMENT:
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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@tamu-commerce.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.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 585 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 day of class. 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. You **MUST** turn in all written assignments **ON TIME.** You will have until **8:00 AM CST** to submit the work that is listed in the far right, "All Assignments Due" column of the course schedule provided on the fifth page of this syllabus. 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 8:00 AM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 8:00 AM 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. **Please submit assignments in a format that is compatible with Microsoft Office 2007/2010.** I have to reformat docx files before I am able to open them, so please save all documents as doc files.

- **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.
- **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 other than communicating in the class. I check my e-mail several times a day, so this is the best way to reach me. As this is a F2F class, I will be using my class times to communicate with my students.
- **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.
- **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.

GRADE COMPONENTS:

Component	Type	Point Value	% Value
Case Assignments (3 @ 100 Points Each)	Individual	300 points	60%
Final Exam	Individual	100 points	20%
Culture Assignment	Individual	50 points	5%
Individual Behavior Assignment	Individual	50 points	5%
Power-Point Presentation	Individual	100 points	10%
Course Total		**600 points**	**100%**

GRADING SCALE:

A	90 – 100%	450-500 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. Incomplete is provided under extenuating circumstances.

Withdrawal - Must be initiated by the student administratively.

CASE ASSIGNMENTS:

Throughout the semester, you will be required to analyze three 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 2003. 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 Robbins et al. text and your basic understanding of the functions of management in essay format. A tentative grading rubric for the exam can be found at the end of this syllabus.

CULTURE ASSIGNMENT:

This assignment requires you to capture the essence of the culture of an organization that you belong to or have belonged to in the past (i.e., work organization, volunteer organization, etc.). The instructions for this assignment will be posted under the "Doc Sharing" tab in eCollege. The assignment is worth 50 points.

INDIVIDUAL BEHAVIOR ASSIGNMENT:

This assignment requires you to complete a self-assessment personality measure and explore how well your personality matches your job (either your current job or one that you have held in the past). The instructions for this assignment will be posted under the "Doc Sharing" tab in eCollege. The assignment is worth 50 points.

IN CLASS DISCUSSION & POWER- POINT PRESENTATION:

For some of the chapters, discussion questions/topics will be posted on the first class day. Instructions would be provided and discussed in the class. In the final week every student has to present in class on the current topic/issue related with the management. Details and instructions will be provided on the first day of the class.

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you attend class regularly.

- **IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME 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 BEFORE THE CLASS BEGINS ON TUESDAY.**
- **THE BEST WAY TO REACH ME IS ON MY EMAIL i.e., Sonia.taneja@tamuc.edu**
- **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS, ALL THREE CASE ASSIGNMENTS, AND THE FINAL EXAM ARE DUE BY 8:00 AM (CST) ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON TUESDAY.**

WEEK & DATE (TUESDAY)	ASSIGNED CHAPTER READINGS	ALL ASSIGNMENTS DUE BY 8:00 AM ON THIS DAY
1. January 20	R: Chapter 1—Managers and Management	
2. January 27	R: Chapter 3—The Management Environment	**Honesty Policy (01-27)**
3. February 03	R: Chapter 4— Integrative Managerial Issues C: Dick Spencer (Case 1 Assignment)	
4. February 10	R: Chapter 5—Foundations of Decision Making	**Case 1 Assignment-Dick Spencer (02-05)**
5. February 17	R: Chapter 7—Foundations of Planning	
6. February 24	R: Chapter 8—Organizational Structure and Design **A: Culture Assignment**	
7. March 03	R: Chapter 9—Managing Human Resources C: Milkshake (Case 2 Assignment)	**Culture Assignment (02-26)**
8. March 10	R: Chapter 11—Managing Change and Innovation	**Case 2 Assignment-Milkshake (03-05)**
9. March 17	**HAVE A WONDERFUL SPRING BREAK!**	
10. March 24	R: Chapter 12—Foundations of Individual Behavior	
10. March 31	R: Chapter 13—Understanding Groups and Managing Work Teams	**Individual Behavior Assignment (03-26)**
11. April 07	R: Chapter 14—Motivating and Rewarding Employees C: How to Motivate Fred Maiorino (Case 3 Assignment)	
12. April 14	R: Chapter 15—Leadership and Trust	**Case 3 Assignment Fred Maiorino (04-09)**
13. April 21	R: Chapter 16—Managing Communication and Information	
14. April 28	R: Chapter 17—Foundations of Control **POWER-POINT PRESENTATION IN CLASS**	
15. May 05	***FINAL WEEK***	**FINAL EXAM DUE (05-07)**

- **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- **R: ROBBINS ET AL. TEXT BOOK**

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Identification of Critical Issues and Problems; Depth of Analysis 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. **Score:**	Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments. **(27-30)**	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. **(24-26)**	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. **(21-23)**	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. **(20 or Less)**
Generates Alternatives and Recommendations; Develops a Plan of Action for Implementing Recommendations **Score:**	Generates several high-quality alternative solutions; Recommendations are well-argued and based on thorough analysis; Develops a thorough plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them. **(27-30)**	Generates two or more high-quality alternative solutions; Recommendations are fully supported by the analysis; Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them. **(24-26)**	Generates two or more alternative solutions; Recommendations are not fully supported by the analysis; Acknowledges potential problems with implementation, but does not adequately address mitigation; The link between the problem and the action plan is logically consistent. **(21-23)**	Proposes only one (or no) alternative solution(s); Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution. **(20 or Less)**
Literature Review of the Managerial Issues—Reference Support The more reference support you use, the better. The quality of the journals is also important. **Score:**	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. **(27-30)**	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. **(24-26)**	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. **(21-23)**	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. **(20 or Less)**
APA Formatting of References Students must cite all references in APA format, in-text and on	Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).	Student cited most references properly, formatted in APA Style (a few minor errors).	Student cited many references properly, formatted in APA Style (4 or more minor errors).	Student cited few references properly (4 or more errors with at least 1 being a major error).

reference page. **Score:**	**(9-10)**	**(8)**	**(7)**	**(6 or Less)**
Total Score:	**___ out of 100**			

Additional Grading Rubrics

Culture Assignment

- Students will receive points for how well they capture and communicate the culture of their organization and utilize articles/references to support their discussion. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	**Exceeds Standards**	**Meets Standards**	**Fails to Meet Standards**
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go. **Score:**	Thoroughly discusses and evaluates the culture of the organization, providing convincing and supported arguments. **(18-20)**	Discusses and evaluates the culture of the organization, providing supported arguments, but could have gone into a bit more depth. **(16-17)**	Discusses and evaluates the culture of the organization, providing supported arguments, but could have gone into much more depth. **(14-15)**	Fails to discuss and evaluate the culture of the organization, does not provide convincing or supported arguments, and lacks a significant degree of depth. **(0-13)**
Reference Support The more reference support you use, the better. The quality of the journals is also important. **Score:**	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals. **(18-20)**	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals. **(16-17)**	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals. **(14-15)**	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites. **(0-13)**
Total Score:	**___ out of 40**			

Individual Behavior Assignment

- Students will receive points for how thoroughly they discuss the match between their personality and their job and their utilization of articles/references to support their discussion. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	**Exceeds Standards**	**Meets Standards**	**Fails to Meet Standards**
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go. **Score:**	Thoroughly discusses and evaluates the personality dimension(s), providing convincing and supported arguments. **(18-20)**	Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into a bit more depth. **(16-17)**	Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into much more depth. **(14-15)**	Fails to discuss and evaluate the personality dimension(s), does not provide convincing or supported arguments, and lacks a significant degree of depth. **(0-13)**
Reference Support The more reference support you use, the better. The quality of the journals is also important. **Score:**	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals. **(18-20)**	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals. **(16-17)**	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals. **(14-15)**	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites. **(0-13)**
Total Score:	**___ out of 40**			

Final Exam Grading Rubric

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

you use, the better. The quality of the journals is also important. **Score:**	discussion. Several of the journal articles used came from top-tier journals. **(25)**	could have been used to support the discussion and more references could have come from top-tier journals. **(21)**	could have been used to support the discussion. Most of the articles came from lower-level journals. **(18)**	empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites. **(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. **Score:**	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. **(25)**	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. **(21)**	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. **(18)**	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 that were used came from low-level journals or websites. **(14)**
Total Score:	**___ out of 100**			