REQUIRED TEXT:


COURSE OVERVIEW AND OBJECTIVES:
This course entails the study of the major design and operating activities of the goods-producing and services organizations, including product and process design decisions, and basic quality, inventory and operations planning and control. The study also includes the basic managerial functions of planning, organizing, leading, and controlling. Through completion of this course:

- Students will understand the four management functions of planning, organizing, leading, and controlling and discuss activities that are performed by each function.
- Study the concepts and apply personal applications in the major design and operating activities of goods-producing and services organizations.
- Students will understand the process of strategic planning, supply chain management, and leadership systems.
- Students will learn traditional as well as controversial or radical approaches to operations management issues.

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. All of the handouts and assignments for this course are posted under the “Doc Sharing” tab in eCollege. You should submit your work in a format that is compatible with Microsoft Office and post it in the appropriate “Dropboxes” when they are due.

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”.

SPECIAL NEEDS/REASONABLE ACCOMMODATIONS:
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 attend the class regularly. More than two absence in the class will be reported to the head of the department for further actions.

- **Assignments (General Comments):**

  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 501 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”.

- **E-mail:** Students must routinely check e-mail sent to his or her Texas A&M-Commerce account, as I will be using emails to communicate with the class. I check my e-mail several times a day, so this is the best way to reach me.
- **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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Type</th>
<th>Point Value</th>
<th>% Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Assignments (4 @ 50 Points Each)</td>
<td>Individual</td>
<td>200 points</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Individual</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>Group</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td></td>
<td><strong>400 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>360-400 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>320-359 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>280-319 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>240-279 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Less than 240 points</td>
</tr>
</tbody>
</table>

Incomplete - I will not be giving an incomplete in this course (8 weeks)
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 in the Robbins & Heizer texts and/or in custom book. The case work is worth a total of 200 points, 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. A grading rubric for the case assignments can be found at the end of this syllabus.

### Final Exam:

Final exam will test your comprehension of the material presented in the required textbook. The exam will be posted in “Doc Sharing” and corresponding dropboxes for this exam can be found under the Week 8 tab. A tentative grading rubric for the exams can be found at the end of this syllabus.

### Research Paper:

As a group of 3-5 students, you will be required to write a research paper covering the topics of operations management and organizational behavior. The paper is worth 100 points. Specific instructions for the paper will be posted in eCollege, under the “Doc Sharing” tab. The research paper should be submitted to its corresponding dropbox. A grading rubric for the paper can be found at the end of this syllabus.

### Participation:

Attendance and engagement in your work is critical to successful course completion. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week to make sure that you stay on track, view the feedback regarding your work, and read any additional information and/or material for this course.

I will also be available to facilitate an introductory Class Live session at the beginning of the course. It is not required that you participate in the chat, 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 Class Live session: (1) Click the “Live” tab at the top of the eCollege course screen; (2) Click "Class Live" to enter the main discussion room for this course; Then “Join the Class Live Pro” session. This session will be held on August 26th at 8:00 PM in the “Class Live”. I have scheduled Class Live sessions so that if needed I will conduct otherwise, I will not have it. It will depend on the need of the class.
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 SCHEDULE A TIME WHERE WE CAN HAVE A PHONE CONVERSATION. REMEMBER: I AM ALWAYS HERE TO HELP, YOU JUST HAVE TO ASK!

ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS, 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 MONDAYS & THURSDAYS.
<table>
<thead>
<tr>
<th>WEEK &amp; DATE (MONDAY &amp; THURSDAY)</th>
<th>TOPICS: TEXT CHAPTERS</th>
<th>WORK DUE: BY 8:00 AM ON THIS DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. January 20 (Tuesday)</td>
<td><strong>Read, Initial, and Submit the Honesty Policy</strong>&lt;br&gt;R: Chapter 1—Diversity in Organizations</td>
<td><strong>Introductory Live Session @ 8:00-9:00 PM (Tuesday)</strong></td>
</tr>
<tr>
<td>1. January 22</td>
<td>R: Chapter 2—Attitudes and Job Satisfaction</td>
<td><strong>Honesty Policy Due</strong></td>
</tr>
<tr>
<td>2. January 27</td>
<td>R: Chapter 6—Motivation: From Concepts to Applications</td>
<td><strong>Formation of Groups Due</strong></td>
</tr>
<tr>
<td>2. January 29</td>
<td>R: Chapter 7—Foundations of Group Behavior</td>
<td><strong>Case Assignment 1 Due</strong></td>
</tr>
<tr>
<td>3. February 3</td>
<td>R: Chapter 8—Leadership</td>
<td><strong>Research Paper Proposal Due</strong></td>
</tr>
<tr>
<td>3. February 10</td>
<td>R: Chapter 9—Power and Politics</td>
<td></td>
</tr>
<tr>
<td>4. February 12</td>
<td>R: Chapter 10—Conflict and Negotiation</td>
<td><strong>Case Assignment 2 Due</strong></td>
</tr>
<tr>
<td>4. February 17</td>
<td>H: Chapter 11—Project Management</td>
<td><strong>Class Live Session @ 8:00-9:00 PM</strong></td>
</tr>
<tr>
<td>5. February 19</td>
<td>H: Chapter 12—Design of Goods and Services</td>
<td></td>
</tr>
<tr>
<td>5. February 24</td>
<td>H: Chapter 13—Managing Quality</td>
<td><strong>Case Assignment 3 Due</strong></td>
</tr>
<tr>
<td>6. February 26</td>
<td>H: Chapter 14—Process Strategy</td>
<td></td>
</tr>
<tr>
<td>6. March 3</td>
<td>H: Chapter 15—Supply Chain Management</td>
<td><strong>Class Live Session @ 8:00-9:00 PM</strong>&lt;br&gt;<strong>Case Assignment 4 Due</strong></td>
</tr>
<tr>
<td>7. March 5</td>
<td>H: Chapter 17—JIT, TPS, and Lean Operations</td>
<td><strong>RESEARCH PAPER DUE</strong></td>
</tr>
<tr>
<td>7. March 12</td>
<td></td>
<td><strong>FINAL EXAM DUE</strong></td>
</tr>
</tbody>
</table>

- **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- **R: ROBBINS & JUDGE TEXTBOOK; H: HEIZER & RENDER TEXTBOOK**
## Case Analysis Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Far Exceeds Standards</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Fails to Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of Critical Issues and Depth of Analysis</strong></td>
<td>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>(30)</td>
<td>(24)</td>
<td>(21)</td>
<td>(18)</td>
</tr>
<tr>
<td><strong>Literature Review of the Managerial Issues—Reference Support</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>(20)</td>
<td>(16)</td>
<td>(14)</td>
<td>(12)</td>
</tr>
<tr>
<td><strong>Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case</strong></td>
<td>Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.</td>
<td>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.</td>
<td>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.</td>
<td>Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>(10)</td>
<td>(8)</td>
<td>(7)</td>
<td>(6)</td>
</tr>
<tr>
<td><strong>APA Formatting of References</strong></td>
<td>Student cited ALL references properly, formatted</td>
<td>Student cited most references properly,</td>
<td>Student cited many references properly,</td>
<td>Student cited few references properly (4 or more errors)</td>
</tr>
</tbody>
</table>
Students must cite all references in proper APA format, in-text and on reference page.

**Score:**
- in accordance with the APA Style Guide (no errors). **(5)**
- formatted in accordance with the APA Style Guide (a few minor errors). **(4)**
- formatted in accordance with the APA Style Guide (4 or more minor errors). **(3)**
- with at least 1 being a major error). **(2)**

**Turnitin.com Similarity Rating**
- Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work. **(5)**
- Student submits a paper that scores a mid-range similarity rating (between 25 and 50%). **(4)**
- Student submits a paper that scores a rather high similarity rating (between 50% and 75%). **(3)**
- 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. **(2)**

**Overall Quality of Written Communication**
- Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors. **(5)**
- Student presented a well-written, coherent analysis that contained a few minor errors. **(4)**
- Student presented a rather coherent analysis that contained several minor errors. **(3)**
- Student presented an incoherent analysis that contained several major errors. **(2)**

**Total Score:**
# Research Paper Grading Rubric

<table>
<thead>
<tr>
<th>Identification of Organizational Behavior Variables Critical to Effective Operations Management</th>
<th>Far Exceeds Standards</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Fails to Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>(10)</td>
<td>(8)</td>
<td>(7)</td>
<td>(6)</td>
</tr>
<tr>
<td><strong>Depth of Your Discussion of These Variables and Their Importance to Operations Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will consider how detailed your discussion is and how far into depth you go.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>(40)</td>
<td>(32)</td>
<td>(28)</td>
<td>(24)</td>
</tr>
<tr>
<td><strong>Literature Review of the Operations Management and Organizational Behavior Topics—Reference Support</strong></td>
<td>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each variable was included. Several of the journal articles used came from top-tier journals.</td>
<td>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, variables were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</td>
<td>Provides an adequate and clear review of the journal literature, but several variables lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</td>
<td>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified variable. The few articles that were used came from low-level journals or websites.</td>
</tr>
<tr>
<td>Score:</td>
<td>(30)</td>
<td>(24)</td>
<td>(21)</td>
<td>(18)</td>
</tr>
<tr>
<td><strong>APA Formatting</strong></td>
<td>Student cited</td>
<td>Student cited</td>
<td>Student cited</td>
<td>Student cited few</td>
</tr>
</tbody>
</table>
**of References**

Students must cite all references in proper APA format, in-text and on reference page.

<table>
<thead>
<tr>
<th>Score:</th>
<th>ALL references properly, formatted in accordance with the APA style guide (no errors).</th>
<th>most references properly, formatted in accordance with the APA style guide (a few minor errors).</th>
<th>many references properly, formatted in accordance with the APA style guide (4 or more minor errors).</th>
<th>references properly, not in accordance with the APA style guide (4 or more errors with at least 1 being a major error).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10)</td>
<td>Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student’s work.</td>
<td>Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).</td>
<td>Student submits a paper that scores a rather high similarity rating (between 50% and 75%).</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Turnitin.com Similarity Rating**

Score: (5) (4) (3) (2)

**Overall Quality of Written Communication**

Score: (5) (4) (3) (2)

**Total Score:** ___ out of 100