

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

Troy State University
Sorrell College of Business

Management 6601

Advanced Concepts & Topics in Management

Class Duration: 14 March – 23 May 2004 (Ten Weeks)
Term 4, 2004 (04T4)

Instructor: Jim Phillips, Ph.D., SPHR
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Meeting Site: <http://troyst.blackboard.com>
Meeting Times: The course will be broken down into weekly segments with assignments given each week. So, check on **Tuesday afternoon** of each week for new assignments and announcements

INSTRUCTIONAL MATERIALS

Text:

Contemporary Management with Student CD-ROM and Powerweb (Third Edition)

Gareth R. Jones, Texas A & M University--College Station

Jennifer M. George, Rice University

ISBN: 0-07-291890-X

Publication Date: June 2003

Or:

ISBN: 0-07-255100-3

Publication Date: May 2002

Supplemental Reader:

Management Of The Absurd: Paradoxes In Leadership

By Richard Farson (Foreword by Michael Crichton)

1996, Simon & Schuster, ISBN: 0-684-80080-2

Additional readings will be provided as needed.

PREREQUISITES

Admission to TSU Graduate School

COURSE DESCRIPTION

Provides an introduction to the fundamental theories, concepts, principles and practices in private, public, and not-for-profit management to students with non-business or management undergraduate degrees. Course requirements may be waived if the student's undergraduate degree included a business major. (A REQUIRED COURSE). The student's advisor must recommend a waiver.

COURSE PURPOSE

This course introduces the essentials of management as they apply within the contemporary work environment. The first goal is to cover the appropriate topics in sufficient depth for the introductory student. The second goal is to familiarize you with the knowledge, roles, responsibilities, and skills required of modern managers. The material covered will be relevant to you, regardless of your career objectives. In all likelihood, you will be a manager eventually in any occupation you choose.

EXPECTED OUTCOMES

The student will be expected to achieve the following objectives:

Know the history of management development and major schools of management thought.

Identify the basic functions of management (planning, organizing, leading, controlling).

Know key issues relevant to successful management of the workforce across cultures.

Explain alternate views of ethical behavior and identify situations of ethical dilemmas.

Recognize the key motivation and leadership theories in the field of management.

Understand how to attract, develop, and maintain a quality workforce.

Demonstrate competence in applying knowledge of management principles to a concrete situation via written case analysis.

INSTRUCTIONAL PROCEDURES

Each week there will be new assignments posted within "assignments" to be completed by the end of the week. Students need to check the BB (Blackboard) each week (Tuesday afternoon) to get the new assignment.

Through the use of hands-on approaches, such as cases, papers, discussions-forums, and readings, this course attempts to give the student both breadth and depth in the management field. A seminar format (using "Forums" within "Discussion Board" which is within "Communication") will be used in discussing the material for the course. Several discussion "Forums" will be used to facilitate discussion between class members. Discussions will integrate the readings with students' life experiences and serve as useful frameworks for a richer understanding of the simulations. It is assumed that learning is not solely a one-way process; that is, from instructor to student. Individual comments and experiences should comprise a great deal of the class time. Ultimately, the responsibility for learning in this course rests with each individual. Individuals are encouraged to let their needs be known so that they can achieve conditions optimal to their learning.

To integrate the conceptual and applied material, we will use a series of cases illustrating both successes and failures. The cases will provide the "application" aspects of this course. Each case will provide an opportunity to use the conceptual material in

an analytic way. Discussions about the cases will help integrate the readings and serve as useful frameworks for a richer understanding.

Time permitting, several “organic” strategic planning and participative design applications will be presented which are the result of work by those adhering to an open systems approach to management.

STUDENT PERFORMANCE ACTIVITIES: (*Preparation/Honor Code/Grading Standards for Written Work*)

PREPARATION:

Inasmuch as this course is approached using andragogical approaches, much learning will be derived from in-class discussions and presentations. Thus, be adequately prepared to respond professionally.

HONOR CODE:

It will be considered a violation of the honor code of this class to misrepresent the written work of others as your own written work for all assignments (including plagiarism). Students will be disciplined if they engage in academically dishonest activities. An honor code violation may result in a variety of disciplinary actions from a failing grade on an assignment to a failing grade in the course. The instructor will determine the severity of an honor code violation. In addition, the student will be reported to the appropriate University officials as needed.

To pass off the ideas or words of another as one's own without crediting the source is plagiarism and will not be tolerated. When you use another's ideas then provide the appropriate citation(s). See the following Web site by Sharon Williams for help on avoiding plagiarism:

<http://www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.html>

GRADING STANDARDS FOR WRITTEN WORK

(>90) Excellent:

An excellent paper has the following attributes: An analytic paper demonstrating a comprehensive, in depth understanding of theory, concepts, and issues pertaining to the topic; effective use of required references/readings and an attempt to incorporate outside readings; demonstrates an awareness of differing view-points and attempts a rigorous assessment/evaluation/reaction. Very well written, tightly argued and logically structured; demonstrates critical thinking, originality and ability to extrapolate and draw implications.

(80-90) Good:

A good paper has the following attributes: an interpretive paper demonstrating an adequate command/understanding of the topic and issues pertaining to it; conveys accurate information and attempts to incorporate sources, references, etc.; generally has no serious deficiencies; well organized and articulate; a good attempt to assess/evaluate/react to the issues.

(70-80) Bare Pass:

A passing paper has the following attributes: basically descriptive; demonstrates only a weak understanding of the topic and issues pertaining to it; not well organized and has difficulty conveying to the reader the information and writer's assessment/evaluation/reaction.

(<70%) Fail:

A failing paper has the following attributes: fails to answer the question(s) or deal with the topic; little or no factual material and/or gross factual error; disorganized, incoherent, poorly expressed, poor grammar and sentence structure; and demonstrates a basic lack of understanding.

ASSIGNMENT DUE DATES

Late assignments will be assessed a penalty of 20%. So, the total grade for a late assignment is based on 80% of the total possible points. No assignment will be accepted more than one week after the due date.

STUDENT EVALUATION

Student evaluation will be based upon standard definitive grade values as indicated below:

- A - 90% to 100%
- B - 80% to 89%
- C - 70% to 79%
- D - 60% to 69%
- F - 59% and below

20% Case Analyses (two cases, 10% ea.)

Each student group will prepare a written analysis of two cases that will be presented discussed by the entire class. Your group will post a case in a discussion forum.

This group paper should not exceed 6 pages in length and must be typed (double spaced).

The cases will also be presented to the class during the seventh and tenth week.

30% Final Exam

A comprehensive essay exam will be given which will cover all course material. The exam will be conducted during week eight on Wednesday through Saturday.

For the exam you will need a proctor approved by TSU-DL. Please secure a proctor during the first or second week of the course. The exam will be held during week eight on Wednesday-Saturday. You should schedule the exam with your proctor to take the test at a time that best fits your schedule.

You will need a proctor approved by TSU-DL in order to take the exam. Please secure a proctor during the first or second week of the course. The exam will be held during week eight on Wednesday-Saturday. You schedule your own time at your convenience, with your proctor. To secure a proctor, go to the following locations and follow the directions .

20% Participation and Discussion

A seminar format (using “Forums” within “Discussion Board”) will be used in discussing the material for the course. Several discussion “Forums” will be used to facilitate discussion between class members.

The quality of this course and, more importantly, your learning from it, depends upon the input and engagement of all members. It is essential that you come online to class discussions physically and mentally. I will be evaluating both the quantity and the quality of your ongoing contributions to the class. It is up to you to come prepared and to make the best of it.

Class participation grades will reflect my assessment of your total contribution to the learning environment. This reflects not only the frequency of your contributions in class, but also: (1) the quality of your comments (ability to draw on course materials and your own experience productively, ability to advance or sharpen prior discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision, and evidence in making arguments); and (2) the professionalism of your conduct (attendance, punctuality, preparedness, respecting all section members and their class contributions, and refraining from conduct that is distracting).

It is expected that students complete all assigned readings for a given session prior to the start of that class session.

30% Organizational Papers (two papers, 15% ea.)

Each student will write two papers (These not generic research papers).

Your paper is to be written in **first person! It is more of a journal of personal experience(s) than it is a typical paper with lots of references on a particular topic.**

Each paper should have three components:

(1) A literature review of the area of interest (within management and organizational behavior) using at least ten references, (2) An analysis of the literature **in light of personal experiences and personal organizational examples** to form a new set of research questions or hypotheses, and (3) a conclusion which will bring together parts (1) and (2) from above and a **personal interpretation** (integrating the literature review with work experiences) of what the student has learned from the project. There are example papers posted in “Course Material”. **You will save time by reading the example papers before you get started.**

For the first paper, an **initial prospectus** will be expected during the first week.

Drafts will be expected on the following dates:

Tuesday Morning at the End of Week Three

Tuesday Morning at the End of Week Four

Drafts are NOT required for the second paper.

References:

At least ten sources are required for the organizational paper. You will want to use the TSU online library by going to: <https://tsulib.troyst.edu/>

The paper is to be double-spaced using American Psychological Association (APA) guidelines. Examples using (APA) guidelines are provided at the following sites:

General guides to APA style:

<http://www.baker.edu/library/dlls/APA.htm> (Great examples)

<http://www.wooster.edu/psychology/apa-crib.html> (Look toward bottom of web page for examples.)

<http://www.psychwww.com/resource/apacrib.htm> (If you still need more, here is a general resource to APA)

For electronic sources:

<http://www.apastyle.org/electext.html>

ADA STATEMENT

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Troy State University to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations during the first week of the course.

COURSE SCHEDULE & READING ASSIGNMENTS (Tentative)

<u>Week</u>	<u>Activity</u>
1	Course Organization
2	Discuss chapters 1-3 of the text
3	Discuss chapters 4-6 of the text, Draft 1 due for Org. Paper
4	Discuss chapter 7-9 of the text, Draft 2 due for Org. Paper
5	Discuss chapters 10-12 of the text Organizational Paper #1 Due
6	Discuss chapters 13-15 of the text Present Case #1
7	Discuss chapter 16-18 of the text
8	Take Final Exam – (Wednesday through Saturday)
9	Organizational Paper #2 Due (no drafts required)
10	Present Case #2