

Sul Ross State University
Department of Business Administration

Seminar in Management - Online

Mgmt. 5304 (OL)
Fall 2018
Sections – W01 & W02

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Course Description:

Study of the management discipline. Includes an overview of management, the environment in which managers function and the functions managers perform; the manager and the organization, and other topics related to advanced management concepts and processes. Course is developed around text cases, readings, assignments, exams and other appropriate material(s).

Prerequisite(s):

Graduate Standing or Instructor Permission

Course Material(s):

Bateman & Snell; *Management - Leading & Collaborating in a Competitive World* 12th ed.; New York-McGraw Hill; 2017; ISBN: TBA

Student Learning Objective(s):

- SLO 1 Analyze & solve complex business problems across major business functions, using advanced business principles and strategies
- SLO 2 Communicate in-depth business information through written, oral and other delivery processes
- SLO 3 Identify and discuss the impact of ethical and social responsibility issues in business

Course Objectives:

An advanced understanding of pertinent areas of management, their function, objectives, and interrelationships

A refined and expanded appreciation of the complex and dynamic nature of the business environment

An enhanced appreciation for making decisions under uncertainty in dynamic market conditions

Development of an advanced vocabulary of management terminology, especially as used in industry

Appreciation of how the management area fits with and is related to other functional areas within the organization

In sum, an advanced yet practical working knowledge of management as an aid in further graduate study and career pursuits

Course Grades:

Grades in this course will be determined on a percentage/points basis. Percentages and (points) for course requirements follow:

Engagement/Responsiveness	05%	(050)
Discussion Forums	15%	(150)
CONNECT – LS	15%	(150)
CONNECT – Other	25%	(250)
Question Set(s) – Group	20%	(200)
Peer	05%	(050)
Cases - Individual	<u>15%</u>	<u>(150)</u>
TOTAL	100%	(1000)

Grades in the course will be assigned as follows:

A =	90 - 100%	D =	60 - 69%
B =	80 - 89%	F =	Below 60
C =	70 - 79%		

Note: It is my expectation that satisfactory work in this course is at the B level or above. Thus, unless you perform less than satisfactorily for what I expect to be the minimal performance level for an M.B.A., you should not have to lay awake at night and worry about your grade!

Engagement/Responsiveness:

The purpose of this graded course component is solely a function of the fact that this is an online course. As such, it is critically important that you are “engaged!” That is, that you are active in the course; responsive in submitting work; timely in responding to various requests I may have and so forth. This is intentionally a small percentage but an important component nonetheless. In short, I want to try and ensure that each of you is “on top” of course components and that the course takes on a high priority in your life for the next few months.

Discussion Forums:

This class is conducted on an online basis which changes several things but leaves many things intact as if it were offered on an in-class basis. One element that does not change is that proper preparation and class involvement are important. ***Online classes require much higher levels of discipline and self-motivation than do in-class offerings.*** Therefore, active participation and class contribution are mandatory and deviations from this can only reflect negatively on your performance. If you are not prepared, catch up and don't let it become habitual. One or two instances of less than active participation and/or discussion will be overlooked but repeated instances of this will not enable you to meet the course objectives. Discussion forum (DF) topics will be announced on the announcement page but you may not know the topic until the forum begins.

Discussion forums are a valuable and integral part of the course. You are urged to contribute at your own initiative and online discussion grades, for example, will be based upon quality of comments more than on quantity. Thus, your ***thoughtful contributions*** are more compelling than your frequency of input!! Also, it should be noted that the reading assignment is heavy at times and again, this is largely dependent on your own initiative and time management capabilities. It is ***easy to stay up with course progress but more difficult to catch up*** once one falls behind. Finally, if you have difficulty with any aspect of the course, please let me know as early as possible. I will work on fixing whatever may be broken but I have no way of knowing this unless you let me know!! **Remember that 15% is a “chunk” of your grade.**

Question Sets - Group:

At the end of each chapter, there are various discussion questions which provide an opportunity to link chapter content to specific situations much as a manager might do. Thus, these are appropriate for an online graduate course in management. When responding to these, make sure you answer the question as you think a working manager would answer rather than what you think I might be after or how I might be leaning. And, I do like to see practicality and thoughtfulness revealed in your responses. I will break these up into groups of questions and will make all question group(s) available if you wish to work hard and get ahead. These will be available in the first few days of class.

Please submit these using the assignment tool in Black-Board. And, please note that your responses to these questions should not need to be supplemented with outside inquiries except in a few instances. In short, most of your responses should flow from what you have learned from reading the chapter and the other elements of the class.

You must work in a group of no fewer than two or no more than three class members. And, submit these as a group rather than as individual assignments – that is, only one document should be submitted for each group but with group/team members clearly noted on the document. Please know that the grade is for all individuals so ensure all work is high quality and of graduate caliber. And, please make certain that each group member appreciates what they did not do as well as what they did do for the group. I will (most likely) form the groups.

The question set should be typed and single spaced. Length will be dependent on the number of questions assigned and the depth of your answer. In fact, there is no minimum page limit but I may place a maximum limit!! Any question group with excessive mechanical errors (misspellings, typos, etc.) will be penalized. These will be evaluated on thoroughness of analysis of area(s), creativity and practicality revealed in responses, quality of organization, etc. ***Please submit these in the same manner as you submit the case assignments (see next)***. And, ***please take care to include only those questions in that particular discussion question group***. Otherwise, this will become very confusing very quickly! Finally, your responses to these questions should not need to be supplemented with outside inquiries except in a very few instances (no “GOOGLING”). In short, most of your responses should flow from what you have learned from reading the chapter and the other elements of the class.

Peer: Each team member will submit a confidential evaluation of each team member for question set.

Cases Assignments:

You will be asked to write three (3) chapter cases. The purpose of these is to provide more linkage between what we are studying and its application. As well, as is the situation with the discussion question groups, this element also helps you start and/or improve your ability to "think" like a manager. This will also help you appreciate the nuances among management issues and certainly help you make decisions under uncertainty. Finally, these are a primary component in helping us achieve the course objectives.

"Cases" should be typed and single spaced. Length will be dependent on the number of questions assigned to address the issues of the case. However, typical length usually falls somewhere around 1 page. Any case with excessive mechanical errors (misspellings, typos, etc.) will be penalized. Cases will be evaluated on thoroughness, creativity and practicality revealed in your responses and the quality of organization, writing and clarity. ***The actual submission of cases will be detailed prior to your first due date***. This information can also be found on BB. ***Use the assignment tool for submitting but it is not necessary to submit a word document.***

Remember that cases are written to inform in a professional and succinct way. And, **the case analysis you submit must be independently written**. These are actually straight forward and I think you will enjoy this part of the course. *Cases are to be done individually – no groups.*

This syllabus represents the plan of action for the course. It is, in many respects, a contract between us. Should you lose this document or not understand any part of it, please let me know immediately and I will help you fix the problem. Make sure to modify the schedule contained in this syllabus as necessary.

Students with Disabilities –

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Office of Student Support Services, Ferguson Hall Room 112, Box C-117, Alpine, Texas 79832 (915) 837-8203. Next: Please find a tentative course outline – this is only included to offer help on pace but certainly not as an indicator of official due dates and so forth.

Official due dates will be Black-Board (BB) based so do not assume due dates below are actual and/or official due dates!! As indicated, this is just for the sake of pacing reading and so forth.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Other:

My personal position on dishonesty is as follows: if I suspect that there is even a hint or any probability (greater than 0.0), that anyone in the course is violating the policy on academic honesty (plagiarism, copying without appropriate credit, using the work of other students - even with their permission, cheating) I will take the following steps. I will take every means possible to ensure that such individual does not pass the class; and I will apprise the Head of Student Affairs; College Dean; Provost and others in an attempt to have the individual dropped from the MBA program. If this is not clear, let me know and I will be happy to clarify my position. Very simply, this is graduate school and your conduct should be consistent with all that entails. That is, you get out of graduate school in large part based on what you put into it (sort of like life). That is what I think is the graduate school "mindset." Finally, do not take this personally – this is only to make certain that my position is clear and there is no confusion as to what it is!

This outline is included for “pace” only! It means close to ZERO as to what and how to do things!

Tentative Course Outline

<i>Week</i>	<i>Topic</i>	<i>Assignment*</i>
Aug. 27	Introduction	
Sept. 03	Management Foundations	Ch. 1 - 3
10	Planning CDQ #1 Due	Ch. 4 - 7
19	Planning (cont.) CA #1 Due	Ch. 4 - 7
25	Organizing	Ch. 8 - 11
Oct. 01	Organizing (cont.) CA #2 Due	Ch. 8 - 11
08	Leading - CDQ #3 Due	Ch. 12 - 15
15	Leading -	Ch. 12 - 15
22	Controlling - CA #3 Due	Ch. 16 - 18
29	Controlling (cont.) - CA #4 Due CDQ #4 Due;	Ch. 16 - 18
Nov. 05	Continued - CA #5 Due	Ch. 16 - 18
12*	Continued	TBA
19	Continued <i>Thanksgiving Holidays - 21 - 23</i>	TBA
26	Wrap-up	
Dec. 03	<i>Final Exams - TBA</i>	

* Nov. 16th - Last Day to Drop with a "W"