

Sul Ross State University
Department of Business Administration

Seminar in Management - Online

Mgmt. 5304 (OL)
Fall 2020
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 & Konopaske; *Management - Leading & Collaborating in a Competitive World* 14th ed.; New York-McGraw Hill; 2021; 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	15%	(150)
Question Set(s) – Group	20%	(200)
Peer	10%	(100)
Cases - Individual	<u>20%</u>	<u>(200)</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.**

Learn-Smart on Connect:

There are actually two Learning Management Systems (LMS) in this course – CONNECT (C) & Black-Board (BB). There are some assets with C which are valuable learning aids. One is ***Learn-Smart***. At first glance, some think “big deal,” but after doing the work, it becomes clear that the Learn-Smart approach helps with both focus and time management (two valuable assets in summer school). ***We will not cover every chapter but you should note two things.*** To receive credit for the particular chapter, it (the assignment) must be completed before the end date. Second, as there will be plenty of time to do the reading, no extensions will be granted excepting very unusual circumstances. By the way, BB does not offer anything close to this type of learning asset which is part of the reason for the use of two LMS. Plus, as there is considerable material to cover, C is an effective way to assist. There are also things associated with BB that help with the online format of the course. Most of the C assignments will be individually based which is another reason it (C) is useful. ***C Assignments will not be linked to BB as to grading.*** So, the points on C do not really matter as percentages will be computed from C and uploaded to BB.

Connect - other:

There are other assets with CONNECT which also are valuable learning aids. One, which is easily administered and applied is the quiz component based on individual chapter content. Variations on this are some homework modules which are also important. As there is variation as to chapter importance, assignment numbers and emphasis will reflect such variation. Further, such things as article assignments and chapter illustration capsule analyses lend themselves to BB. Thus, both LMS systems are useful tools. Once again, assignments will be announced in advance and as noted above, the assignments must be submitted on time or a late deduction will be applied. The deduction will not be excessive but enough to underscore the importance of meeting deadlines in graduate school. Most, if not all of the assignments will be assigned and due within a relatively short window (time span). The quizzes and/or homework assigned (unless noted otherwise) are intended to be completed on an individual basis and should be completed entirely on such basis. As we get started, do not hesitate to ask if something does not make sense to you or you notice I made a mistake on an assignment date, for example. There are lots of moving pieces to these type courses and I encourage your input.

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 four (4) 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.***

Final Points

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 contained in a MASTER SCHEDULE posted on Black-Board and updated as appropriate. So, don't assume due dates below are even close to official due dates!*** Tentative outline is just for the sake of pacing and so forth.*

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smart-thinking, 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 – Make sure and view MASTER SCHEDULE on BB

<i>Week</i>	<i>Topic</i>	<i>Assignment*</i>
Aug. 24	Introduction	
31	Management Foundations	Ch. 1 - 3
Sept. 07	Planning Labor Day Holiday - Monday	Ch. 4 – 7
14	Planning (cont.) DF #1	Ch. 4 - 7
21	Organizing – Case #1	Ch. 8 - 11
28	Organizing (cont.) CA #2 Due	Ch. 8 - 11
Oct. 05	Leading -	Ch. 12 - 15
12	Leading – DF #2	Ch. 12 - 15
19	Controlling - CA #2	Ch. 16 - 18
26	Controlling (cont.) -	Ch. 16 - 18
Nov. 02	Continued - CA #3`	Ch. 16 – 18
09*	Continued – DF #3	TBA
16	Continued – Case #4	TBA
23	Thanksgiving Holidays – 25-27	TBA
30	Team Question Sets Due!	

* Nov. 13th - Last Day to Drop with a "W"