

Fall 2015

## **MANG 6401**

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*University of New Orleans*

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**Management/Engineering Management 6401 Section 476, Version 1 8/17/2015  
Fall, 2015**

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Office Hours: Via Email, Telephone, or Skype and Monday/Wednesday 1:30-3:30 P.M.

**Course Objectives:**

By completing this class, you will gain the tools and knowledge to:

- To increase your understanding of core principles of organizational behavior upon which important management skills are based.
- To improve your competence with several critical management skills
- To improve your skills in developing and working within a high performance team
- To facilitate transfer of learning and improvement to real world situations
- To understand your basic psychological tendencies and learn how to use them in your management style.

**Course Description:**

A study of organizational behavior across all levels of organizational life: the individual, interpersonal, group, organizational, and societal. Areas to be studied include motivation, stress, communication, leadership, group dynamics, power, creativity, change management, and conflict and negotiation.

Since this class is an on-line version, you will be responsible for maintaining the course schedule and turning in assignments as required. On-line classes are different, in that the student bears a great responsibility to read the required materials, do the exercises and assignments, and communicate with the professor or other students electronically rather than verbally. You are expected to show work in the class through completing assignments and writings designed to show your mastery of the subject material. Research has shown that students who have a high degree of conscientiousness tend to do better than other students in on-line classes, so it is very important that you stay on the assignment schedule.

**Required Text:**

***Developing Management Skills*, 8<sup>th</sup> ed. by Whetton & Cameron, 2011.**

**Moodle**

You will also be able to access a large amount of materials on Moodle. **Since this is an on-line class, YOU ARE RESPONSIBLE FOR HAVING ACCESS TO THE MOODLE SITE** during the course of the class, as I put any changes, additions, deletions, etc. on this site and also use the class roster maintained on this site to communicate with the class. **This Moodle site uses your UNO email address and that is the only one I will use to communicate.** We will also use the Moodle structure to turn in assignments, have a discussion board, and perform other functions necessary to the class.

There are Power Point™ slides that accompany the text available to you on Moodle for download. While these will not replace careful reading and study of the text, they are very useful review tools for exams.

## Evaluation Procedure

Final grade will be based on the following:

		Grade Scale:	
Exams	65%	90-100	A
Thought Papers	10%	80-89	B
Research Paper	15%	70-79	C
Diagnostic surveys	10%	60-69	D
		59<	F

## COURSE POLICIES

### Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism (this includes copying any other person's work without giving credit), tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. **For on-line classes, this includes receiving help from others in completing individual projects and tests. I take the honor process very seriously.**

The way to avoid plagiarism is simple: If what you write and turn in as your work is copied or paraphrased from another source, give credit to that source. It is also helpful to remember that your professor can probably use Google, computer systems, and other resources as well as you can. Just do your own work and there will be no problems.

### Distance Education Student Identity Verification

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. **The instructor reserves the right to require the necessary verification procedures for any student enrolled in this course.**

### Late Policy

All assignments (tests and papers) are due on the day indicated on the syllabus. Late work will receive a letter grade reduction (10 points off) for each day or part of day it is late.

### Email Policy

Email is the preferred method of communication. The university assigns all students an email account, and students are expected to check their email daily. Students can forward their university email accounts to other email accounts, but students bear the risk of doing so.

### Other Course Policies

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations.

## ***Assignments***

### Diagnostics

There are 10 diagnostic assignments, requiring you to take one or more short surveys from your text book. These are self-assessment survey instruments which are designed to assess your current level of skill competence or personal preferences. The self-scoring key for each is located at the end of the chapter. **YOU SHOULD PERFORM THE ASSIGNED DIAGNOSTICS PRIOR TO READING THE ASSOCIATED CHAPTER**, as you will be more likely to actually measure your current situation and beliefs accurately. The point of doing these instruments is so that we can know ourselves. Norms and explanation of the meaning of the instruments is provided at the end of each chapter. There is no “right and wrong” with these analysis tools, they are there to help you understand your management style and personal beliefs so that you might be a better leader.

A feedback activity for each diagnostic is on our Moodle site. These surveys are designed to prompt you to report your score. **You must record your scores on Moodle**. Details on how to record the scores will be provided separately.

### Thought papers

For each of the ten skill areas in the course you will spend time critically thinking about how this skill affects you, how you can improve on it, and how what you learned can be applied to your own life (either personal or professional). There will be three thought papers assigned throughout the semester. These are short, 1-3 page papers that describe your thoughts on how an area covered in the assigned preceding chapters is meaningful to you in your daily life. Thought papers are due the day of the exam that covers the appropriate skill areas. These papers are just your thoughts, no research sources are required to write these papers, just knowledge of the preceding chapters in the text. **I place a lot of weight on these papers as I can understand a great deal about how well you have understood the material by reading the papers.**

### Research paper

There is a short (no more than 12 pages) research paper due by the last class day of the semester. For details, see the Moodle document on specifics of the research paper for this course.

**Schedule** – I have included an example schedule below without any deadlines, but showing the basic assignment flow. We will follow this plan unless unforeseen events force a change. I will send you an updated syllabus with the dates after class start and I have a final count of the number of students in the class.

**SCHEDULE 8/17/2015 VERSION 1**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Diagnostic</b>
	Self-awareness	Ch. 1	Self-awareness survey/ emotional intelligence survey/ locus of control/ cognitive style indicator/tolerance of ambiguity/core self-evaluations
	Stress management	Ch. 2	Stress management assessment/ time management assessment/ type A personality inventory
	Problem solving and creativity	Ch. 3	Problem solving/ creativity & innovation/ how creative are you creative style assessment
	<b>Exam 1 (chapters 1, 2, &amp; 3)</b>		<b>Thought paper for Ch. 1, 2, &amp; 3 Due</b>
	Interpersonal communications	Ch. 4	Communicating supportively/ communication styles
	Power & influence	Ch. 5	Gaining power & influence/ using influence strategies
	Motivation & performance	Ch. 6	Work performance assessment
	<b>Exam 2 (chapters 4, 5, &amp; 6)</b>		<b>Thought paper for Ch. 4, 5, &amp; 6 Due</b>
	Conflict & negotiation	Ch. 7	Managing interpersonal conflict/ strategies for handling conflict
	Empowerment & delegation	Ch. 8	Personal Empowerment Assessment
	Team-building	Ch. 9	Team development behaviors
	Leading positive change	Ch. 10	Change Leadership Scale/ MACH IV scale/ Tolerance for ambiguity scale
	<b>Catch up Week</b>		
	<b>Research Paper Due</b>		<b>Details provided separately</b>
	<b>Exam 3 (chapters 7, 8, 9, &amp; 10)</b>		<b>Thought paper for Ch. 7, 8, 9 &amp; 10 Due</b>

***This course syllabus provides a general plan for the course; deviations may be necessary.***