Welcome and Introduction

Welcome to our online program at UT Tyler and to MANA3311 Fundamentals of Management. I am your instructor, Dr. Judy Yi Sun; and I look forward to meeting with you in our virtual classroom. This course is designed to help students with various backgrounds to understand leadership and behavioral management in organizations.

This class employs self-directed learning (SDL) approach as a major learning method to guide students in subject learning. SDL is described as “a process in which individual take the initiative, with or without the help of other, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes” (Knowles, 1975, p.18). Contrast to instructor oriented learning, self-directed learning is learner oriented and views learners as responsible owners and managers of their own learning process. SDL integrates self-management with self-monitoring.

Specifically, this course is developed in a modular format to assist you in organizing your time and efforts. Questions and debates are used to trigger your thoughts on how to understand and apply the knowledge learned in the textbook. Also, self-test bank is provided for you to evaluate your own learning progress. Each module will describe a particular aspect of organization behavior and management and will provide resources for further studies. Each module will also specify required reading, writing, self-test and discussion requirements to facilitate your learning. Please refer to the four module guidelines for detailed instructions.
Please read through each section of the syllabus carefully. If you have any questions, make a note of them and we will address them in the Blackboard discussions area. Please refer back to the information contained in this syllabus anytime you have a question regarding the basic course information. You may wish to print out the syllabus for your future references along the learning process.

One final note, if you are unfamiliar with accessing the Internet or have questions regarding technical requirements, you may want to look at the services available in the Technical Support section of the UT Tyler Blackboard home page. A list of basic technical requirements is also listed in this syllabus for your convenience. In addition, you can access the UT Tyler website for general information and its student services.

**Required Textbook**


Other learning PPT presentations to highlight the content of each chapter will be posted on blackboard under course document.

**Course Description:**

An understanding of the management history and functions of planning, organizing, leading, and controlling. The role of a manager is examined in promoting change and providing effective leadership, motivation, team building, communication and decision making.

**Prerequisite:** None

**Course Objectives**

1. **Knowledge Objectives**
   1. Understand management history, concepts, and the functions of planning, organizing, leading, and controlling.
   2. Explain organizational culture and its impact on managing people.
   3. Compare and contrast different organizational designs and structures.
   4. Recognize the role of management in communication and motivation in organizations.
   5. Interpret and critique leadership theory as related to individual, group, and team behavior.
6. Explain the role of management in promoting change, diversity, globalization, and ethics in decision making.

2. **Competencies to be demonstrated in this course:**
   1. Computer-Based Skills – the student will complete the Job Analysis project in a word processing package that may include graphs, charts, spreadsheets, database manipulation
   2. Communication Skills – the student will exhibit a mastery of written skills in completion and presentation of the project.
   3. Interpersonal Skills – the student will work in a group to identify problem statements for the data collection phase of the research project.
   4. Problem Solving (Critical Thinking) – the student will use conceptual thinking, and analyzing data, and creativity and innovation in case studies
   5. Ethical Issues in Decision Making and Behavior- the student will understand and exhibit ethics through the data collection and presentation portions of this project.
   6. Personal Accountability for Achievement – the student will complete the project at the time designated by the instructor

3. **Outcomes for students to successfully complete this course:**
   Students will be able to:
   1. Explain organizational behavior concepts: motivation, leadership, interpersonal communication, functions of management, and team building.
   2. Demonstrate knowledge of ethics, global influence, problem solving, changing workforce diversity to improve organizational effectiveness.
   3. Improve the following: written communication, current practices, critical thinking, and problem solving.

**Course Requirements**

**Reading Assignments**

- Students are responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Outline.
- Discussion and written assignments are made with the assumption that the required reading assignments are completed prior to completion of discussion and written assignments.

**Discussion Assignments**

- The Discussion and Groups on BB are the places for chapter discussion assignments.
- Each participant is responsible for participating in the asynchronous discussions of each module. The participation will include posting responses to prompts posted by the instructor as well as replying to other participants’ postings. All class participants are expected to engage in presenting their own progress in learning as well as contributing insights to others’ postings.
- Discussion postings should be made in a timely manner. Deadlines are listed in the Course Outline.
- Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- The quality of your discussion contributions is more important than the quantity. A participant’s comments should add to the discussion.
- Note: When posting to the discussion area, please enter your comments directly into the discussion board. Do not attach documents to the discussion board, as this method is difficult for some students to access.

Written Assignments

- All written assignments are to be completed in Microsoft Word or as Rich Text Format, and submitted in a timely manner. Deadlines are listed in the Course Outline. Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- Please refer to the module guidelines for the submissions. Most chapter discussion assignments should be submitted to the group discussion board, which is under Groups.
- Late assignments will receive point deductions (see Grades & Grading in this syllabus).
- You are encouraged to do self test using the test bank provided on Blackboard under course documents. All the quiz items for the three quizzes will be from the test bank.

Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. It is important that you learn to work independently on this subject and that you pace yourself throughout the semester.

You will have access to all course materials from the first week of the course to the end. You may read and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight Central Standard Time on that date.

Discussions

The Discussions feature in Blackboard is an online discussion forum in which students and instructor can communicate asynchronously (anytime) via message postings. Most of discussions in this class are intra-group discussion. So please click the Group link located in the
Communications area, and enter your own group discussion board to create thread, such as self introduction, to start your intra-group communication.

General subject categories will be represented by a file folder icon, such as debates. The inter-group debates will happen in the general communications area. Please find the subjects categories to start your intergroup discussion.

Students can (and will be required to) respond to threads in the course discussion sometimes (refer to Module requirements). To respond to a thread:

- Click Groups located in the left-hand navigation bar
- Find Group discussion board and click it.
- First person creates a thread with a new title, such as “Chapter 1 Discussion” and upload your content.
- Others upload your answers and responses by replying to the thread with the same title.

Your response will now appear in the table, along with your name as author and date/time of posting. Icons will appear on the right side of the table that indicate a response, edit, or delete option. If the edit icon or the trash can (delete icon) doesn't appear, the student doesn't have editing or deletion privileges.

Most discussion communication will be in a group format and you will see Group Pages in the Communications area. Click on the Group Pages icon that displays all of the options assigned to the group. Only those students assigned to that group will see and have access to the group activities. This allows the students to communicate and post information on any projects assigned to them.

Check the discussions area often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the discussions area each time you log into the course, to view any added material.

**Grades and Grading**

Final grades for the course will be determined based upon the following criteria for assessment:

- A – Exceptional work; demonstrates full understanding of topic in written assignments; demonstrates graduate-level written communication by attention to conventions of standard written English and good writing “flow”
• B – Good work; demonstrates basic understanding of topic in written assignments; acceptable demonstration of graduate-level writing; some lack of attention to detail in content or presentation.

• C – Shows only some understanding of basic concepts; written assignments lack attention to conventions of standard written English; incomplete responses; consistent lack of attention to detail.

• D – Failure to demonstrate understanding of basic concepts.

• F – Failure to complete assignments.

The work you will perform for this course is weighted as follows:

Class participation 25%

Chapter Assignments - summaries 20% (5 points for each one)

Personality report 10%

Three quizzes 45%

Grading components are assigned weights based upon the work required of the participant and the importance to the course. A letter grade will be deducted for each day an assignment is submitted after the due date unless prior approval has been acquired from the instructor.

Assignments may be submitted prior to the due date listed in the Course Schedule.

Technical Requirements and Assistance

This page is offered to provide a centralized listing of important links for technical assistance.

If you experience technical problems or have a technical question about this course, you can obtain assistance from the following site: http://www.uttyler.edu/it/index.html

You may also visit the following sites for helpful information:

Minimum Computer Requirements:

http://www.telecampus.utsystem.edu/technicalinformation/computerrequirements.aspx
Browser Configurations and Plug-Ins

http://www.telecampus.utsystem.edu/technicalinformation/computerrequirements.aspx

Frequently Asked Technical Questions


ACADEMIC DISHONESTY STATEMENT:
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Assignments

Myers Briggs Test and personality report (10 points):

1. Take the Myers Briggs Temperament test online. There are several links can be used to do this:
   - http://www.humanmetrics.com/cgi-win/jtypes2.asp
   - http://keirsey.com/
   - or other online personality test for an online test

2. Once you have your four top letters; i.e. ENTJ (16 possibilities), read about your personality and compare your findings with your reflection on your own personality type.

3. Complete a personality report, including 1. A summary (more than 500 words) of your personality type; 2. Agreement/or disagreement, and any reflection on your own type; 3. If you had taken it before, compare the result with last time, and find out if it is the same or not; and 4. Discuss the advantages and disadvantages of your personality type, especially in relation to on the job behavior and working with others. Please submit it on BB under Modules under the designed link.

4. Format: APA format, 12 font size, double space.

Chapter Assignments:
Locate and write down key concepts in the textbook and give at least one life example to demonstrate your understanding of each concept.

Example: Job Satisfaction is positive feeling about your job resulting from an evaluation of its characteristics. For instance, I have a higher level of job satisfaction when I am assigned interesting and challenging job tasks to do.

Discuss at least three topic/area/concepts you are interested in during chapter reading. You can share your agreement or disagreement with the statements in the textbook, but you must provide your evidence or justification to support your viewpoints.

Same format as personality report is required.

**University Policies:**

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

**Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

**Disability Services**
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Getting Started**

You may wish to keep a printed copy of this syllabus so that you can refer back to the information contained anytime you have a question regarding the basic course information.

Please begin this course by clicking on the Course Document button in the left-hand navigation bar, then choose Module 1. Enjoy the learning!