

Syllabus

MGMT 309

Course Information

Course Number: MGMT 309

Course Title: Survey of Management

Section: 598-599

Time: Online

Location: Online

Credit Hours: 3

Instructor Details

Instructor: Dr. Bradley S. Wesner '11

Office: Wehner 401 P

E-Mail: bswesner@tamu.edu

Office Hours: 12:30 -2:00 on Tuesday and Thursday. Office hours are online, or you can stop by my office in Wehner. I will also do other times by appointment. Thanks!

The Zoom link for office hours is:

<https://tamu.zoom.us/j/98648615516> ➞ (<https://tamu.zoom.us/j/98648615516>)

Sundays: I spend Sundays with my family, and I will not answer emails on Sunday. If you send something to me on Sunday, I will respond on Monday morning.

TA: Claire McGinnis

Email: claire.mcginnis@tamu.edu

Course Description

Survey for non-business majors of the basic functions and responsibilities of managers; includes the environmental context of management, planning and decision making, organization structure and design, leading and managing people, and the controlling process; issues of globalization, ethics, quality and diversity integrated throughout the course. May not be used to satisfy degree requirements for majors in business.

Course Prerequisites

Junior classification; for students other than business and agribusiness majors.

Special Course Designation

None

Course Learning Outcomes

At the completion of the course, successful students should be able to:

- Identify and describe the role of managers, managerial functions, and how different approaches to management affect organizations.
- Describe and comprehend the interface and interaction between business, culture, ethics, and the environment.
- Explain the processes by which managers set and achieve organizational goals.
- Determine how managers group activities and resources inside an organizational setting.
- Develop an understanding of how managers lead and motivate diverse individuals to work together in organizations.
- Understand how managers monitor, evaluate and correct activities.

Textbook and/or Resource Materials

Management, 13th edition by Ricky Griffin

<https://www.cengage.com/c/management-13e-griffin/9780357517123PF/> 
(<https://www.cengage.com/c/management-13e-griffin/9780357517123PF/>)

NOTE: For this class we have First Day Access to the textbook! Thus, the textbook is already included as part of the course. Please see “First Day Resources and Ebook Access” in the Modules section of Canvas. Thanks!

Additionally, we will be using MindTap from Cengage for this course.

All materials produced for this course are protected by federal copyright law. These materials can include but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on Canvas including quiz and test questions. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

- Other than the materials listed here, no materials outside of the course may be used without the permission of the instructor. These include but are not limited to Chegg, Quizlet, any written or electronic information from tutoring services, or any electronic resources from the Internet.

Grading Policy

- Regular Exams: 4 x 100 points per exam = 400 points

Final Exam (Cumulative): 200 points

MindTap Assessments: 105 points

634 - 705 points A

564 - 633 points B

493 - 563 points C

423 - 492 points D

0 – 422 points F

I will not curve individual exam grades or final cumulative points. **Please do not ask for additional points at the end of the semester (See “Grade Grubbing” below).**

Additionally, I do not round. As an example, earning 633 total points in this class is a B and will not be changed to an A for any reason, so please don’t ask for this (See “Grade Grubbing” below).

Exams will consist of multiple-choice questions. The first four exams will **not** be cumulative and will only cover material not covered by previous exams. The final exam IS cumulative and will cover all materials covered in the class.

MindTap:

As noted previously, we will be using MindTap for this course. MindTap is simple to use. To get started, look at the section in the “Modules” portion of Canvas called “Getting Started with MindTap”. Cengage even provides office hours in the event that you need help. All MindTap assignments are subject to the deadlines outlined in the above section.

Each **Chapter** has one “Assignment” that you will complete for five points. Additionally, each **Unit** has an exercise at the end called “You Make the Decision”. All assignments are worth five points each.

NOTE: All MindTap assignments for a unit are due by midnight on the day BEFORE the exam for that unit. For example: In Unit One we will cover chapters 1-5 and have the exam on September 15th. MindTap assignments for Unit 1 will be due at midnight on September 14th. This same pattern will apply for each unit. I will not accept assignments after the due date for any reason.

EXTRA CREDIT:

Any extra credit opportunity will be posted to Canvas. Please make sure you check Canvas for information and dates related to the extra credit. It is your responsibility to complete the extra credit before the assignment deadline to receive any credit. **Extra credit points will be added on top of your total course points.**

Late Work Policy

I never accept late work of any kind.

Course Schedule

	Lecture Topic	Text Chapter
•	Course introduction, Managing the Manager's Job	Chapter 1
	Traditional and Contemporary Management	Chapter 2
	Understanding the Organization's Environment	Chapter 3
	Responding to the Ethical and Social Environment	Chapter 4
	Navigating the Global Environment	Chapter 5
Sept 15	Exam 1	Chapters 1,2,3,4,5
	Basic Elements of Planning and Decision Making	Chapter 6
	Managing Strategy and Strategic Planning	Chapter 7
	Managing Decision Making and Problem Solving	Chapter 8
	Managing Operations, Quality and Productivity	Chapter 20
Oct 13	Exam 2	Chapters 6,7,8,20
	Managing Interpersonal Relations and Communication	Chapter 17
	Basic Elements of Organizing	Chapter 10
	Managing Organization Change and Innovation	Chapter 12
	Managing Human Resources in Organizations	Chapter 13
Nov 10	Exam 3	Chapters 17,12,13,10

Basic Elements of Individual Behavior in Organizations Chapter 14

Managing Employee Motivation and Performance Chapter 15

Managing Leadership and Influence Processes Chapter 16

Managing Work Groups and Teams Chapter 18

TAMU Reading Day...No Class

Dec 1

Exam 4

**Chapters
14,15,16,18**


Dec 9

FINAL EXAM

**Cumulative:
Covers all material
presented in the
course.**

Optional Course Information Items

Respondus Proctoring:

All exams in this course will be given using the Respondus Lockdown Browser. In order to take my exams, you **MUST** download the browser to access the exams. You will use [this link](https://download.respondus.com/lockdown/download.php?id=961615468)  (<https://download.respondus.com/lockdown/download.php?id=961615468>) to download the browser, and I would go ahead and do it now.

On exam day you will sign into Canvas through the Respondus Browser to access your examination. The browser requires that all other programs on your computer be shut down during the time that you are taking the exam. Also, once you sign in you **MUST** complete the exam in one sitting. No exceptions. You will be asked to bring your ID to every exam and display it on camera for ID verification.

1. **Please take time to review the course schedule now.** You will notice that there are very few dates associated with the course schedule. I have done this to promote the asynchronous nature of online teaching. This allows you to complete the chapters/lectures/videos at your own pace. However, the dates and times of exams ARE mandatory. Those dates and times are very important, so add them to your personal calendars now. I am very unforgiving if you “forget” to take an exam during the assigned period of time and will not reopen it for you. With the course schedule and dates provided, there is simply no excuse for forgetting an exam.
2. All lectures for the course will be online. I have recorded lectures for each chapter we will cover as narrated power point presentations. And, to make things easier on you, I have broken up each chapter into segments. This prevents you from having to sit and listen to a one-hour lecture all at once, and should make the materials easier for you to understand and retain.
3. In addition to lectures I have provided some additional videos for you to watch. These ARE very important and should not be considered supplemental. The videos are designed to really expand on particular concepts and give you a stronger understanding of the materials in the course. I do draw test questions from videos.
4. As you can imagine, in a virtual course I get a lot of email. In the event that you need me to clarify something, email is a great way to reach me. So please make use of it.
 1. NOTE that we will have an active TA for this course, so please email her first to see if she can help. If she can, she will fix it. If not, she will escalate it to me. Naturally if your email is very important and you need to contact me, feel free to bypass the TA as needed and contact me directly. That said, I really want you to make use of the TA if you can. Contact information for our TA is listed on Canvas and at the beginning of this syllabus.
5. Sometimes it is nice to just have a conversation face to face. If you need to talk to me, I will hold “virtual office hours”. These periods are NOT mandatory, but you can reach out to me during these time periods. For each set of virtual office hours, I will post a link on Canvas. All you will need to do is click on the link at the time of my office hours and we can chat. The times for my normal virtual office hours are noted at the beginning of this syllabus.
6. Additionally, for those of you who are on campus, I will be in my office regularly for face-to-face meetings. For face-to-face meetings, please make an appointment. Thanks!
7. **There are five exams in the course. Each of the first four exams will cover the material in that unit only. The first four exams will be 50 questions each and worth two points per question (100 points for each exam). The final exam for the course is cumulative and will cover all four units of the course. The final exam will have a total of 100 questions worth**

two points per question (200 points for the final exam). Each exam date is located on the course schedule. Exams will open at 6pm on the date specified and access will close at midnight giving you a six-hour window to access the exams. Please make all necessary arrangements in your schedule now so that you are free to take the exam during the time that it is open. I will not extend the window if you fail to plan ahead. Time limits for the first four exams are 60 minutes per exam. The final exam for the course will have a two-hour time limit. The final exam will also be open from 6pm until midnight on the date indicated in the course schedule. Again, make the necessary arrangements to your schedule at this time. If you forget to take an exam on the scheduled date, you will receive a zero for the examination.

8. I change my exams every single semester and never give the same exam twice. Anyone who tells you that they have copies of my exam questions is not telling you the truth, so do not accept them. Additionally attempting to share exam questions or accepting exam questions is academic misconduct.

GRADE GRUBBING

Grade Grubbing is a recent phenomenon in which students feel compelled to “argue” for additional points on their examinations in an effort to improve their final grade. Many times, this phenomenon takes place at the end of the term with countless students appearing during office hours or sending emails to argue for the final points that they need to achieve the next grade level that they desire, but it can occur at any point during the semester. If you feel compelled to make such an argument the following protocols MUST be observed.

For exams:

1. All arguments concerning test questions must be submitted in writing via email to the professor.
2. Argumentation should be comprehensive and without any errors in grammar or mechanics.
3. Argumentation will be evaluated on completeness and presentation of source citation from the text/Canvas readings/class videos/class notes.
4. If using the text, Canvas readings, or class videos as a source: the source needs to include all relevant information title of source, page number and paragraph on the page must be provided, time of occurrence of information within the video, etc. (if it's an ebook the section title and paragraph number within the section). Paragraph numbers aren't listed, you just count the paragraphs on the page or in the section.
5. Each argument will be evaluated by the professor and, based on my evaluation of the argument that you make, I will serve as the single decision maker concerning the validity of your argument.
6. In the event that I find your argument valid, you will receive credit for the question.

7. Absolutely no oral arguments will be entertained at any point.

8. For regular course exams you have 72 hours from the time the exam is released for you to review (normally a couple of days after the exam date) to submit argumentation, with the exception of exams four and five which take place at the very end of the term. No argumentation for Exams 4 and 5 will be accepted.

9. Only make arguments for questions that you think you have a very strong argument for. Due to the size of this class, it is a waste of my time to read arguments that have no chance at success. In the event that you submit pointless arguments that are not well formulated, you will lose one point per irrelevant argument. Note that I will be the sole arbiter of the relevance of argumentation.

End of the semester grubbing:

It has become common practice for students to send emails to professors requesting additional points, assignments, extra credit, etc. at the end of the semester. This is unethical behavior. It is unethical to request points that you did not earn, an extra assignment that would not be available to all other students, or some extra credit that would likewise not have been offered during the semester to all students in the course. Students often state that there is “no harm in asking”. I am here to tell you that there **certainly is** harm in asking. Asking your professor to engage in unethical conduct of this nature damages your professional reputation. In this class you receive the grade that you earn. Missing the grade you want by a point is tragic, but if that is the result of your efforts over the semester, professionalism dictates that you must accept the score as the result of your efforts...or lack thereof. **Any student submitting a request of this nature will face the following consequences:**

1. Dr. Wesner will not respond to your email.
2. You will receive a five-point deduction from your final point total for **each solicitation in which you make such a request. This includes, but is not limited to, in person solicitations and those made electronically.**

Social Media Policy: One sanctioned GroupMe will be set up for the course by the professor. I love GroupMe, and it makes it very easy for me to communicate with you and address concerns for the group. **Absolutely no other social media may be used in conjunction with this course,** including additional GroupMe’s. In the event that you participate in a forum that is outside the designated GroupMe, it will be considered a violation of course rules and you will be submitted to the Honor Council.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to **Student Rule 7** (<https://student-rules.tamu.edu/rule07/>) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to **Student Rule 7** (<https://student-rules.tamu.edu/rule07/>) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (**Student Rule 7, Section 7.4.1** (<https://student-rules.tamu.edu/rule07/>)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (**Student Rule 7, Section 7.4.2** (<https://student-rules.tamu.edu/rule07/>)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See **Student Rule 24** (<https://student-rules.tamu.edu/rule24/>)).

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (**Section 20.1.2.3, Student Rule 20** (<https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules/>)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at **aggiehonor.tamu.edu** (<https://aggiehonor.tamu.edu/>).

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

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Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu (<https://disability.tamu.edu>).

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](https://rules-saps.tamu.edu/PDFs/08.01.01.M1.pdf) (<https://rules-saps.tamu.edu/PDFs/08.01.01.M1.pdf>)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with **Counseling and Psychological Services** (<https://caps.tamu.edu/>) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's **Title IX webpage** (<https://titleix.tamu.edu/>).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

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Students who need someone to talk to can contact **Counseling & Psychological Services** (<https://caps.tamu.edu/>) (CAPS) or call the **TAMU Helpline** (<https://caps.tamu.edu/helpline/>) (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at **suicidepreventionlifeline.org**  (<https://suicidepreventionlifeline.org/>).

Campus-Specific Policies

Texas A&M at Galveston

Classroom Access and Inclusion Statement

Texas A&M University is committed to engaged student participation in all of its programs and courses and provides an accessible academic environment for all students. This means that our classrooms, our virtual spaces, our practices and our interactions are as inclusive as possible and we work to provide a welcoming instructional climate and equal learning opportunities for everyone. If you have an instructional need, please notify me as soon as possible.

The Aggie Core values of respect, excellence, leadership, loyalty, integrity and selfless service in addition to civility, and the ability to listen and to observe others are the foundation of a welcoming instructional climate. Active, thoughtful and respectful participation in all aspects of the course supports a more inclusive classroom environment as well as **our mutual** .

(https://www.tamug.edu/studentrules/Students_Rights_Responsibilities.html) responsibilities to the campus community.

The following statements below are optional. Leave as is to include, or delete if preferred. Either way, delete this note.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu (<https://howdy.tamu.edu/>) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete **FERPA Notice to Students** (<http://registrar.tamu.edu/Catalogs%2C-Policies-Procedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights>) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

College and Department Policies

Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our **mission** (<https://www.tamu.edu/statements/mission.html>) and living our **core values** (<https://www.tamu.edu/about/coreValues.html>).

The following resources are available to support you in promoting an inclusive culture:

- **Stope Hate Website** (<https://stophate.tamu.edu/>) – Report hate/bias incidents

- **TAMU Office for Diversity Resources (<https://diversity.tamu.edu/Resources>)**
- **Department of Multicultural Services (<https://dms.tamu.edu/>)** – Educational/developmental programs to foster inclusion
- **Counseling and Psychological Services (<https://caps.tamu.edu/>)** – Support for mental health and emotional well-being

Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.
