

COURSE NAME: Management: Human Systems Development

COURSE NUMBER: 11:373:341

SEMESTER: Spring 2020

MEETING DAYS, TIMES, AND PLACE: T, Th 4:55 – 5:15pm, HCK 120

PREREQUISITE: 11:373:121 OR 11:373:101 OR 01:220:102

CONTACT INFORMATION:

Instructor(s): Ken Genco

Office Location: Cook Office Building

Phone: 908-229-5045

Email: kgenco@att.net

Office Hours: Anytime Upon Request

COURSE WEBSITE, RESOURCES AND MATERIALS:

1. Robbins, Stephen P., Managing Today!, Prentice Hall

2. Covey, The 7 Habits of Highly Effective People, NY: A Fireside Book, Recommended: Simon & Schuster, 1989. (About \$14.)

COURSE DESCRIPTION:

Integration and application of behavioral and managerial sciences to promote processes by which individuals, groups, and organizations work together for common goals and mutual success.

LEARNING GOALS:

By the end of this course, students will have been tested on:

1. their ability to analyze and use the objectives above,
2. how to implement them in real life situations,
3. how to participate in a group environment (allowing extra credit),
4. how to identify what extra needs to be covered to make certain the above objectives lead to and accomplish stated goals.

ASSIGNMENTS/RESPONSIBILITIES, GRADING & ASSESSMENT:

Grading:

A. Two Hourly Exams and a Final (240 possible points)

This syllabus is supplemented by a daily schedule, which serves as an outline of the course and identifies the reading assignment(s) related to each section and class. ***Two hourly exams and a final (non-cumulative) comprise about 79% of the possible points that may be earned in the course. The exams are based upon material related to the objectives listed at the beginning of each chapter assigned as well as upon the additional material that will be covered in class.*** The text is expensive, so I would not encourage you to purchase it if it were not important to success in the course. Please note that up to

- **35% of each exam will be from portions of the text that *may not* be discussed explicitly in class.** Again, questions from the text will be directly related to the objectives cited at the beginning of each assigned chapter. *It will be extremely difficult to achieve a grade of B or higher without reading the text with special attention to material related to the objectives!*
- Your preparation for the text-based portion of the exams and the style of questions I use may be enhanced by using the www.prenhall.com/robbins web site that includes a valuable study guide and sample test items for each chapter!

- Since the balance of the exam questions will be drawn from material covered during the class, class **attendance, participation (i.e., contributions)** and chapter-by-chapter reading of the text are **essential** for successful performance.

More details about the exams as we get closer to them. For now, be aware that they are typically multiple choice plus a few short-answer or medium-length essay questions. Each exam is expected to contain the same number of points (i.e., 80 points). As noted in the section below on "Grading," the *total* points for required assignments (**exams, mission statement paper, and class contributions**) is expected to be **305 points** of which about 79 percent will be the three exams and 21 percent will come from your class **contributions and the mission statement paper**.

The content of the exams will be "non-cumulative" except where there is a carry over of concepts from unit to unit. The areas of carryover will be apparent, I think. It is not my intent to trick you, and I generally provide some kind of review (either in class or written) before the exams.

B. Personal Mission Statement (35 possible points)

A mission statement is the beginning of personal and organizational leadership. Stephen Covey discusses the importance of the personal mission statement in The 7 Habits of Highly Effective People, so I strongly encourage you to read his book.

There is a TWO-PAGE LIMIT for the paper (typed, double-spaced, with a 12-point. Be assured, to have a chance to earn the full 35 points for a paper of only three pages, it is essential that you give careful thought to the content and organization of the paper and present it in a clear, concise, intelligent and professional manner. The paper is due about three weeks before the final on the date cited on the course "calendar." I typically return your paper on or before the last regular class period.

Attendance:

C. Credit for Your Presence, Punctuality and Contributions (30 points possible)

I value your **presence, punctuality and contributions** through the class discussions, group exercises and self-assessment exercises. In the professional world of work, *presence, punctuality and contributions* are core indicators of one's commitment to the job. In the present case, I take these to be core indicators of your commitment to achieving the greatest benefits the course has to offer, including developing the understanding and skills essential to *effective learning, self-management and the management of others*.

Therefore, in partial recognition of your presence, punctuality and anticipated contributions, one (1) point will be awarded for each FULL CLASS PERIOD you attend, up to a total of 30 points. Note that since the class meets only 28 times, a two-point "bonus" is provided. However, to earn full credit, keep in mind that the operative phrase is "FULL CLASS PERIOD!" These points are valuable and often determine the difference between an A and a B or a B and a C. Hang on to them!

- **Two contribution points will be lost for every absence (i.e., absence for MOST or ALL of the class period). People contribute in different ways, but one cannot contribute without being present.**
- **One contribution point will be lost for every time one is late and/or leaves class early.**
- **One contribution point will be lost for every three times one does not give an answer when asked or show he/she is not prepared!**
- **There may also be "bonus" points at times for consistently being prepared**

NOTE: If you arrive after class has started, it is your responsibility to see me at the end of class to ensure that the portion of the points for which you are eligible that day is recorded.

D. Grading:

Mission Statement Paper:	Excellent	=	35 points.
	Good	=	25 points.
	Below Average	=	15 to 0 points.
First Exam:		=	80 points.
Second Exam:		=	80 points.
Final Exam:		=	80 points.
Contributions:		=	30 points.

TOTAL POSSIBLE = 305 POINTS.

Additional information (as per your specific class requirements/policies)

NOTE THAT CLASS CONTRIBUTIONS PLUS AN EXCELLENT MISSION STATEMENT PAPER EQUAL ABOUT 21 PERCENT OF THE TOTAL POSSIBLE POINTS!

A point system is used in the determination of grades. Normative data (overall performance of the class and that of students in the course in other semesters) are used to establish realistic criteria or standards. A rank order distribution and measures of central tendency based on the total points earned will be used to determine *grade break points in the distribution*.

I will illustrate this approach to grading in class when I return the first two exams so that you may see your accumulating point standing relative to the rest of the members of the class. Since the difficulty of exams can vary from semester to semester, it is difficult to establish in advance the *exact* number of points required to achieve a particular grade. **Based upon past semesters, however, 275+ points has pretty much guaranteed an “A,” 245+ typically achieves a “B,” and 220+ typically achieves a “C.”**

Another way to look at the preceding information is as follows: You are beginning with a guaranteed 30 contributions points (as noted above, *hang on to them*). An excellent job on your mission statement earns another 35 points for a total of 65 points. Thus, an average of about 60 out of the 80 points of each of the three exams would put you at the threshold of the “B” range (i.e., essentially at least 80% of the 305 possible points). **Theoretically, everyone in the class can earn an “A.”**

“A mission statement is not something that you write overnight. Don't rush it; rather, go slowly through the process, ask yourself the right questions, and think deeply about your values and aspirations. Remember that a personal mission statement is as much discovery as creation. It takes deep introspection, careful analysis, and often many rewrites to produce it in final form. The useful and meaningful mission statement delineates one's values, provides direction and clarifies ones purpose and meaning. By referring to our personal mission/philosophy, we are more likely to choose behavior that serves our values and reject behavior that is contrary to them.

You may find it helpful to visit the www.franklincovey.com web site where you can go through a programmed guide to develop an initial draft of a mission statement about one page in length. **However, I am looking for a more comprehensive statement.** Although I am **not** providing a fixed outline for you to follow, **a personal mission statement generally contains three basic elements.** The first is **what you want to be**--what character strengths and values you want to have, what qualities you want to develop. The second is **what you want to do**--what "roles" you want to fulfill, what you want to accomplish in life, what contributions you want to make (e.g., through your career, in your role as a mate, parent, etc.). The third is **what you want to have**--what experiences, kinds of relationships, possessions, and so forth you wish to have. *While the third list may be the longest for a lot of people, it is important to keep in mind that legitimate power and the highest levels of human happiness and fulfillment originate from the "BEs" (i.e., from who one becomes/is rather than from what one "has").* Originality, creativity and the use of personal examples often enliven and enrich the impact of the statement."

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ABSENCE POLICY

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

COURSE SCHEDULE:

Course Outline and Reading Assignments (See the Projected Course Calendar for an expanded list of the topics, assigned readings, and assignment and test dates.)

- PART I: INTRODUCTION
 PART II: LEADING & EMPOWERING PEOPLE
 PART III: VALUES, RESPONSIBILITY, & PERSONAL DEVELOPMENT

FINAL EXAM/PAPER DATE AND TIME

Online Final exam Schedule: <http://finalexams.rutgers.edu/>

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.