



# Productive Relationships

MGMT4325.115

SPRING 1 2018

**ABCD 9999-110, CRN 4325.115, Productive Relationships**

Spring 2018 rev. 12.08.2017

Texas A&M University-Central Texas

## **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** James J. Bondi

**Office:** TAMU-CT

**Phone:** 254-291-0646

**Email:** james.bondi@tamuct.edu.

## **Office Hours:**

I am available either before or after class.

## **Mode of instruction and course access:**

This course meets face-to-face.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

## **Student-instructor interaction:**

I will routinely check and reply to student emails. Each week I will be sending out a class email to all students responding to any questions or concerns that the student might have with interpreting class material, scheduling and attendance conflicts, and homework assignments.

In the first week of class, I will have each student fill out and complete a questionnaire identifying the best contact information for email and phone number. My intent is to be as transparent and available to students as my work schedule will permit me.

## **911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their

myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Overview and description:**

This course is a non-typical course that explores interpersonal relationships at work through a variety of experiential learning exercises. It is intended to develop understanding and skills that will enable the student in a work environment and develop productive and professional working relationships. The focus of this course centers on “The 7 Habits of Highly Effective People” by Stephen R. Covey.

### **Course Objective:**

The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate strategies that develop productive work relationships. To get to this objective, we will review theories of work and human relationships. We will make extensive use of experiential learning exercises. There will be lots of student interaction and some student presentations to include the development of a Personal Mission Statement. This course explores theories of human personality and how various personality types interact with each other. Strategies for working with different personality types are developed and explored. Interpersonal behavioral issues like trust, fear, difficult people, making work fun, goal setting, motivations, teamwork, team functioning and other relevant issues are explored. Strategies for working with others around these issues are also developed. Throughout the course experiential exercises and activities are used to show students how to work with others to achieve goals, objectives and to learn.

### **Student Learning Outcomes:**

Upon completion of this course the student will have an understanding of concepts, principles, and practices of work relationships that result in productive organizations and solid interpersonal relationships. Core competencies achieved at the conclusion of this semester include:

- Ability to identify various types of personalities and their characteristics.
- Clear understanding of characteristics of productive and effective teams.
- Ability to identify the concept of trust between co-workers.
- Ability to understand the impact of fear in the workplace.
- Use of fun to enhance effective working together.
- Ability to identify procedures and techniques for dealing with difficult people and difficult situations.
- Students are expected to participate in course activities as listed in this syllabus.

- Each student is responsible for his / her own learning outcomes.

**Required Reading and Textbook(s):**

Covey, Stephen R. (2004). *The 7 Habits Of Highly Effective People*. Published by Simon & Schuster. ISBN 978-1-4767-4005-8.

Cockerell, Lee (2008). *Creating Magic, 10 Common Sense Leadership Strategies from a Life at Disney*. Published by Double Day. ISBN 978-0-385-52386-8.

Reina, Dennis and Michelle L. Reina (1999). *Trust & Betrayal in the Workplace: Building Effective Relationship in Your Organization*. San Francisco, Berrett-Koehler Publishers. ISBN 10:1-57675-377-8.

(There is also a paperback version printed in January 2006)

**Recommended Course Materials**

Bolton, Robert and Dorothy Grover (1996). *People Styles at Work Making Bad Relationships Good and Good Relationships Better*. Published by Ridge Associates. ISBN 0-8144-7723-2.

**COURSE REQUIREMENTS**

Course Requirements: (include point values for each- not just a percentage)

**Case Presentations (6): 10 points each (total 60 points):** Students will be assigned to teams and conduct an assessment of a given situation. Upon completion, each team will provide an oral presentation of their assessment focusing on the key principles as addressed in the assigned chapter. Students should be knowledgeable of the key interpersonal relationships at work using a variety of work environments. A well thought out and complete response to each case question applies concepts from the text woven in with case data to fully support the analysis. This assignment will be more defined in class with a separate handout of instructions with grading rubrics.

**Personal Mission Statement (1), 20 points each (total 20 points):** Students will be assigned to write their personal mission statement focused primarily on the following:

- 1- Students focus on their core ethos – what is your center of values?
- 2- Students focus on what is important to you?
- 3- Students focus on who is important to you?

Once completed, each student will present their personal mission statement.

**Exams (2), 60 points each (total 120 points):** There will be two (2) required exams. Each exam will cover designated chapters and test student's knowledge of the key frameworks and concepts. Emphasis will be on content, practical application, and writing skills. Handout assignment with grading rubrics will be given in class.

**Final Presentation (1), 20 points each (total 20 points):** Students will be assigned a final presentation that focuses on one of the required textbooks key principles. An oral presentation of their assessment will be presented at the final class. This assignment will be more defined in class with a separate handout of instructions with grading rubrics.

**Grading Criteria Rubric and Conversion**

| <b>Course Element</b>                   | <b>Grading Points</b>                 |              |                                    |
|---|---------------------------------------|--------------|------------------------------------|
| Case Presentations                      | 6 @ 10 points each                    |              | 60 points                          |
| Personal Mission Statement              | 1 @ 20 points each                    |              | 20 points                          |
| Exam 1                                  | 1 @ 60 points                         |              | 60 points                          |
| Exam 2                                  | 1 @ 60 points                         |              | 60 points                          |
| Final Presentation                      | 1 @ 20 points                         |              | 20 points                          |
| Class Participation                     | 40 points                             |              | 40 points                          |
| Work Styles                             | 20 points                             |              | 20 points                          |
|   |                                       | <b>Total</b> | <b>280 points</b>                  |
| <b>Grade Equivalents:</b>               |                                       |              |                                    |
| <b>If Grade is Computed Numerically</b> | <b>If Grade is Computed by Letter</b> |              | <b>Grade is computed by Points</b> |
| 90.0 - 100 %                            | = A                                   |              | 252 - 280                          |
| 80.0 - 89.9%                            | = B                                   |              | 224 - 251                          |
| 70.0 – 79.9%                            | = C                                   |              | 196 - 223                          |
| 60.0 – 69.9%                            | = D                                   |              | 168 - 195                          |
| 0 – 59.9%                               | = F                                   |              | 0 - 167                            |

**Posting of Grades**

Upon receipt of the class assignments, turn-around time for grades will be one week. Grades to be posted on the Canvas Grade book where students can monitor their status.

**COURSE OUTLINE AND CALENDAR**

**Complete Course Calendar**

| Week | Dates     | Reading Assignment  | Topic  | Assignments   |
|------|-----------|---|--|---|
| 1    | Jan 17    | Covey<br>Part One<br>Cockerell<br>Chpt 1                                  | Course Orientation<br>Work Styles Assessment<br>The 7 Habits Overview<br>Creating Magic  | Course Orientation<br><br>Administer Work Styles Profile<br><br>Student Profile<br>Interactive Case Study |
| 2    | Jan 22-24 | Covey<br>Habit 1<br>Cockerell<br>Chpts 2-3                                | Teams & Teamwork<br>Habit 1, Be ProActive<br><br>Strategy 1, Everyone is Important   | Class Presentation<br><br>Conduct:<br>Work Styles Assessment  |
| 3    | Jan 29-31 | Covey<br>Habit 2<br>Cockerell<br>Chpts 4-5                                | Habit 2, Begin With The End in Mind<br>Strategy 2, Break the Mold<br>Strategy 3, Make Your People Your Brand                               | Class Presentation<br><br><b>Personal Mission Statement<br/>Due 05 Feb</b>                                |
| 4    | Feb 05-07 | Covey<br>Habit 3<br>Cockerell<br>Chpt 6<br>Reina<br>Chpt 1                | Habit 3, Put First Things First<br>Strategy 4, Create Magic Through Training<br><br>Part I, Why Trust, The Need for Trust in the Workplace | Class Presentation<br><br><b>Exam 1</b>   |
| 5    | Feb 12-14 | Covey<br>Habit 4<br><br>Cockerell<br>Chpts 7-8<br><br>Reina,<br>Chpts 2-4 | Habit 4, Think Win / Win<br>Strategy 5, Eliminate Hassles<br>Strategy 6, Learn the Truth<br>Part II, What Trust Means                      | Class Presentation<br><br><b>Exam 1;<br/>Due 12 Feb</b>   |
| 6    | Feb 19-21 | Covey<br>Habit 5<br><br>Cockerell<br>Chpts 9-10                           | Habit 5, Seek First to Understand<br>Strategy 7, Burn the Free Fuel<br>Strategy 8, Stay Ahead of the Pack<br>Part III, Where Trust Begins  | Class Presentation<br><br>Team Building Exercise  |

|   |              |   |  |  |
|---|--------------|---|--|--|
|   |              | Reina<br>Chpts 5-6  |  |  |
| 7 | Feb<br>26-28 | Covey<br>Habit 6<br>Habit 7<br><br>Cockerell<br>Chpts<br>11-12<br><br>Reina<br>Chpts 7-11 | Habit 6, Synergize<br>Habit 7, Sharpen the Saw<br>Understanding Transactional and<br>Transformative Trust<br>Strategy 9, Be Careful What You<br>Say and Do<br>Strategy 10, Develop Character<br>Part IV, When Trust Breaks Down<br>Part V, Trust Building in the Field | Class Presentation<br><br><b>Exam 2</b>                          |
| 8 | Mar<br>05-07 | Covey<br>Habit 7  | Habit 7, Sharpen the Saw   | <b>Final Exam<br/>Due 05 Mar<br/>Presentation<br/>Due 07 Mar</b> |

**Important University Dates:**

**January 2018**

- January 2, (Tuesday) Winter Break Ends
- January 2, (Tuesday) Priority Deadline for Admissions applications
- January 5, (Friday) VA Certification Request Priority Deadline
- January 11, (Thursday) Convocation
- January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
- January 15, (Monday) Martin L. King Jr. Day
- January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- January 16, (Tuesday) Classes Begins
- January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
- January 31, (Wednesday) Last day to drop 16 week classes with no record

**February 2018**

- February 2, (Friday) Priority Deadline to Submit Graduation Application
- February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
- February 15, (Thursday) Last day to apply for Clinical Teaching
- February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

**March 2018**

- March 1, (Thursday) Deadline to submit application to Teacher Education Program
- March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
- March 9, (Friday) 1st 8 week classes end
- March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)  
March 12, (Monday) Spring Break Begins  
March 12, (Monday) 1st 8-week grades from faculty due by 3pm  
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)  
March 16, (Friday) Spring Break Ends  
March 19, (Monday) 2nd 8 week begins  
March 19, (Monday) Summer Advising Starts  
March 19, (Monday) Class Schedule Published  
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)  
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)  
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record  
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

### **April 2018**

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies  
April 2, (Monday) Scholarship Deadline  
April 2, (Monday) Registration begins  
April 5, (Thursday) Priority Deadline for International Student Admission Applications  
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W\*  
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies  
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

### **May 2018**

May 7-11, Finals Week  
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)  
May 11, (Friday) Spring Term Ends  
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)  
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)  
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.  
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)  
May 14, (Monday) Minimester begins  
May 15, (Tuesday) Last Day to clear Thesis Office  
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)  
May 21, (Monday) Priority Deadline for Admissions applications  
May 25, (Friday) VA Certification Request Priority Deadline  
May 28, (Monday) Memorial Day

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)  
Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic



misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online

tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all

ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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#### **OPTIONAL POLICY STATEMENTS:**

##### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

#### **INSTRUCTOR POLICIES.**

**Quality of Work:** All work submitted for grading shall be of graduate level quality. Depth of analysis, grammatical structure, etc.

**Identifying Submissions:** Submissions must clearly identify the student and the title of the assignment.

**Late Submissions:** Late submissions will be penalized starting at 10% of the grade and up to no more than half credit.

#### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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