NJIT
New Jersey Institute of Technology

Marguerite Schneider
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Syllabus

Syllabus

Faculty Contact Information

Instructor: Dr. Marguerite Schneider (Publications)

Email: marguerite.schneider@njit.edu

Office Hours: (using WebEx): Saturday 9-10 AM. If nobody enters the session within 30 minutes, the session will be ended. If a student wants to use the session but cannot attend for the first 30 minutes, please let the instructor know in advance. Office hours also available by arrangement; emails generally addressed within 12-24 hours, usually less.

Course Description

Corporate governance reflects the relationships among stakeholders that affect the strategic direction and performance of the firm. The primary focus of corporate governance is the relationship between owners and managers; two key stakeholder groups whose interests should be aligned but might instead diverge. At times, empowered managers might favor their own interests over those of owners and other stakeholders, indicating a need for checks and balances

on managerial control. Mechanisms that have been developed to align manager and owner interests and balance tendencies toward managerial control include the board of directors; executive compensation schemes; and mechanisms which, by concentrating and empowering owners, grant them the opportunity to have greater influence with managers.

This course explores the roles, rights, and responsibilities of the corporation to its owners and various other stakeholders across comparative institutional or international contexts. The course will compare and contrast corporate governance systems including but not limited to the US/UK Anglo or market-based model; the Continental European model, in which banks play a large role; and emerging and evolving models across a range of rapidly developing economies, in which combinations of founding-family influence and state ownership play large roles. The influence of legal and financial institutions, government, and national culture will be explored in the broad context of globalization and the evolution toward privatization. Different governance problems, issues, and potential solutions will be addressed through several media, including lecture, cases, and student-conducted research.

Textbook and Materials

- Tricker, B. (2015), *Corporate Governance: Principles, Policies, and Practices* (3rd ed.). Oxford University Press. ISBN: 978-0-19-870275-7

- Assigned readings posted on Moodle.

- Series of cases made available through XanEdu.

XanEdu Course Pack

To access your course pack, students will need to do the following:

1. Open the XanEdu "Login/Register" page at: http://coursepacks.xanedu.com/?PackId=560526

2. If you have previously registered for another CoursePack, log in. If not, click the Student Registration link. Complete the registration page and click Submit.

3. Confirm your course pack Selection, and complete the purchase form.

Price: approx. $30-35.00

You will have immediate access to your digital course pack.

You will not receive a printed copy of the course pack.

You can print your course pack yourself, if your system hardware and connectivity supports downloading and printing very large files from the Internet.

4.   After completing the purchase, you will be taken directly to "My XanEdu" where you can access your digital course pack.

Questions? Please contact XanEdu Customer Service at 1-800-218-5971.

Course Outcomes

The course is aimed at helping students develop a wide range of analytical, communication, interpersonal, and technological skills specific to decision-making and executive management. The online forums and papers, as well as group projects and assignments, are designed to meet specific learning objectives listed in this table (categorized in Low, Medium and High impacts).

Analytical	Low	Medium	High
To advance critical thinking skills using theory, concepts and precepts			X
To develop the ability to identify and formulate mathematical models of business problems and appreciate validity via synthesis and sensitivity analysis	X		
To develop skills to critically analyze quantitative business problems and implementation		X	
To develop mathematical skills to solve business problems	X		
To develop the ability to develop and interpret solutions as well as to construct and assess implementation plans			X
Communication	**Low**	**Medium**	**High**
To advance skills that enable effective business writing using specific decision making taxonomies			X
To develop ability to make effective presentations using		X	

specific technical narratives

	Low	Medium	High
To develop the ability to effectively communicate your position in a rational & convincing manner specific to decision making and solution implementations			X
To enhance the ability to communicate with a diverse group of people about modeling techniques and related narratives			X

Interpersonal & Teams Dynamics	Low	Medium	High
To demonstrate mastering of skills to work in teams and achieve common goals		X	
To develop management and specific leadership skills in working with decision modelers			X
To understand team roles and relationships that foster cooperation toward goals		X	
To build capabilities to structure team milestones and deliverables			X
To learn how to manage expectations and deadlines			X

Ethics	Low	Medium	High
To develop a schema to think about ethical implications of decision-making			X
To develop a sense of ethical and professional behavior within the context of data analysis			X
To be aware of ethical issues that emerge in organizations, and appropriate treatment of them in data collection, analysis and interpretation		X	
To understand the roles, rights, and responsibilities of the business organization in developing models and implementing derived solution programs		X	

Technology: Business/Technology Interface	Low	Medium	High
To understand the varied use of technology within the business analytic tools	X		
To develop the ability to identify and analyze technology needs in business	X		
To understand how to apply technology solutions in the business context	X		
To understand how IT fits into the broader business context		X	
To understand how the organization's structure, strategy,		X	

and practices change with technology organizations in developing and implementing programs

Technology: Skills	Low	Medium	High
To develop familiarity and competence with business software packages	X		
To learn how to transfer knowledge of specific applications across technologies and Platforms in decision modeling		X	
To recognize and define technology requirements and the role of emerging technologies		X	
To be experienced in systems development strategies and implementation techniques	X		
To understand data, information and systems convergence and deployment		X	

Globalization	Low	Medium	High
To understand the impact and the complexity of decision making in globalization		X	
To evaluate the benefits and concerns associated with globalization		X	
To comprehend the cultural, social, legal and ethical aspects of the globalization of business specific to decision implementation			X
To understand how management varies across cultures			X
To assess the needs or standardization versus local adaptation (products, practices, systems)		X	
To recognize the benefits of being a good global corporate citizen			X

Team Member Responsibilities and Rights

Groups for the team project will be formed by the professor by the fourth week of class, based on a survey/instrument of 1) individual skills, experience and choices, and 2) a decision styles instrument/survey, to make for balanced groups.

The course team activities require participation of all members and a collaborative process, *including virtual meetings and possible library research*. Students are to use course technology in

scheduling and attending meetings as necessary. If a student is not doing his/her work in an adequate, timely manner and several others in the team let me know about this (i.e., not just one person tells me this), I will intervene as is necessary.

I provide students with the opportunity to give me feedback about each group member's performance, but tend to discount the feedback a bit, as the team is responsible for managing its own process. However, if any member evidences the tendency to be a free rider, and a majority of the other team members come to me early in the process, the member in question can be FIRED by the team with my support. Note that the ability to 'fire' a team member has been supported by the Dean of Students. Firing is permanent; a fired team member cannot be re-hired, so take it seriously. He/she faces the difficult burden of finding acceptance into another group. I do not allow individual projects.

I also reserve the right to adjust team grades among team members, based on my own observations.

Grading Scale

Grade	Percentile	Percentage
A	4.0	90-100%
B+	3.5	86-89.99%
B	3.0	80-85.99%
C+	2.5	76-79.99%
C	2.0	70-75.99%
F	N/A	<70%

Grading Categories

The course objectives will be achieved through several different learning media, including lecture (voice over PowerPoint; discussions and written exercises; written exams; and a team case project which includes a report to me and presentation to the class.

Categories	Percentage
Required Weekly Postings on Moodle Boards	20%
Written Assignments, 5% each (Complete 5 of 6 assignments):	25%
Mid-term and Final: 15% each	30%
Team Case Presentation	10%
Team Case Report	15%

Participation in Moodle Forums: (20%)

Each student must participate in class forums related to the week's topic. The postings should be unique; reflect others' expressed thoughts, and reflect course material and one's own thoughts. See the Rubric for Asynchronous Discussion Participation to ascertain the grading standards. Posting many comments the last minutes of the week, disregarding the content of previous posts, doesn't count for much.

Written Assignments: (Five worth 5% each, 25% total)

Students are to submit 5 of the 6. I will not grade the 6th assignment. Develop an original paper, approx., 3-4 double-spaced pages. You should illustrate your mastery of relevant course material, your ability to apply it within the context of the assignment, and your relevant personal reactions/thoughts/concerns. See the Rubric for Written Assignments to ascertain the grading standards.

Mid-Term and Final Exam, (15% each, 30% total)

The two exams will be case analyses or specific corporate governance issues in which the student uses course material covered to date as well as his/her perspective, experiences, and education to analyze the situation. The test answer should be structured to include developing a brief synopsis of key facts in the case or situation (description); an analysis of the situation with use of course material, in terms of why things are as they are (analysis); and development of a set of recommendations for the case situations or set of lessons learned from the case (prediction). The recommendations specific to the case or general set of lessons learned from the case should also reflect course material as well as the student's perspective, experiences, and education.

For the mid-term, students will be either provided with or told the case (if from the textbook) that will be used on Wednesday of that module, so that they may read it and start to analyze it in advance of the exam. (Note: The final case will be one from the coursepack that was not selected by any of the teams.) They then have 2 continuous hours to start and end the exam, starting on Saturday morning through Sunday night. Students cannot start the exam at a point and return to it at a later point; the exam must be completed in a continuous interval.

For the final, students will be either provided with or told the case (if from the textbook) that will be used on Wednesday of that module, so that they may read it and start to analyze it in advance of the exam. The questions will be released at the start of the testing period. They then have 2 ½ hours to complete and submit the exam starting on Saturday morning through Sunday night. Students cannot start the exam at a point and return to it at a later point; the exam must be completed in a continuous interval.

Corporate Governance Cases: Team Case (10% presentation, 15% report)

You will "learn by doing" by functioning as a team consulting to the firm in the case. Each team will select one major case assignment of those made available on a first come, first served basis. I will assign a group mark based on my evaluations. Please keep in mind this is a team assignment and if a change is made that is not agreed upon by the rest of the team, there will be grading implications. So, please be sure your items are complete before submitting.

All components of the presentation and report will be uploaded to the Symposium media piece, which can be found in the course. You will need to upload an executive summary describing your presentation, a video link of your group's video presentation, and a detailed paper describing your case. You will then comment on each other's presentations in a discussion board. Details of the components include:

1. **Professional presentation to the class:** This should be about 15 minutes. Your presentations will be made via Google Hangouts on Air (unless you are familiar with another program). Google Hangouts on Air is a communication tool. One person will lock their screen in as the presentation and run the PowerPoint. Each team member will be able to then discuss your part of the project. It will then be saved to YouTube. You will take the link of the recording found on your YouTube site and post it to the Symposium media piece. If you are unfamiliar with Google Hangouts or Google Hangouts on Air, please review the Google Hangout On Air instructions document, which will help you with every step of the process.

   When your presentation is complete, you will be able to take the link generated by Google Hangouts on Air (Uploaded to your YouTube account), and paste it into the video link in the Symposium piece. Be sure to mark the video "Public" in YouTube so that others are able to view it.

2. **One-page executive summary:** This paper should be single-spaced and made available to the class at least one hour before your presentation. (Please don't get into a series of revisions and keep updating what we have received, it comes off poorly). The executive summary will be uploaded to the Symposium Media Piece.

3. **A more detailed paper:** This paper should be approximately 10 double-spaced pages, plus title page and references, with standard margins and citations. The paper must include citation of any used articles and books within the body of the report, and a list of

references at the end of the report. Please keep use of material other than the case itself to a minimum – this is an exercise in analysis and synthesis, not in data gathering. You will save the paper with your group's name and upload it to the Symposium media piece.

4. **PowerPoint of information:** This PowerPoint file will be shown as a framed piece, like a picture in an art gallery, so be sure to upload it to the Symposium using the instructions provided so that others can download it.

5. **Reviewing your peers' presentations:** The last part of your Group Project grade will be based on your review of, and constructive feedback on, at least three of your peers' presentations. Go to the "Visit the Symposium" side of the Symposium media piece and review your peer's projects. You will then write a description of another group's presentation (no more than one double-spaced page) and upload it to the Review dropbox.

The teams' deliverables will be due over a two week time period. See the Weekly Assignments to see which team deliverables are due the first week and which ones are due the second week. Keep in mind, the presentation and report are both due on the same day.

The course team activities require participation of all members and a collaborative process, including out-of-class meetings and library research. Students are to use course technology, prepare for and attend scheduled meetings, and do their best work on their components.

Late Work and Make-Up Exams

It is the student's responsibility to read materials and use the course moodle site weekly, to be apprised of any changes. Likewise, the syllabus is subject to change based on progress and world events. The instructor will consult students when such changes must occur.

All assignments are due when due. Late written assignments (individual written assignments) are penalized according to the following schedule:

1 day late; 10% penalty; 2 days late: 15% penalty; 3 or 4 days late: 50% penalty; 5 days or more late: 100% penalty (Do not submit). Team assignments can not be submitted late.

Students are to participate in weekly moodle discussions on time. Once the week's time has lapsed, it will not be re-opened (barring technical glitches on the part of NJIT, of course). So no late discussion postings can be made or graded.

Exams must be taken during the specified times (over a range of two days), except in documented cases of exceptional personal or family emergencies.

Participation

Every student is expected to do the reading assignments and to participate in the weekly class discussions and take the exams on time as described in the course outline above. Likewise, each student is expected to be a member of a group of approximately four students to take part in team assignments.

Sharing Information

Students are allowed to correspond with each other in shaping their own written assignments. However, all assignments should be turned in separately by each student, and are to reflect the student's unique voice, style, arguments and positions. Exams (mid-term and final) are not to be collaborative efforts. Each student is to take the exams independently of others in the class and others not in the class. The exams along with all course components should reflect each student's own work.

Student Conduct

General Tone: Students are to behave respectfully and civilly to me and to each other regardless of differences in opinions, culture, etc. This includes no speaking out of turn without acknowledgement, muttering, or continuing to press points when directed to end. We tend to learn from those who think differently than we do, so do try to use debates and discussions in this way; namely, to gain a broader, more nuanced perspective rather than defend your perspective which has not been further developed despite exposure to other ways of thinking and relating.

Email and Conversational Liability: Neither NJIT nor the instructor can be held responsible for the content of any personal messages sent from one student to another using the online email system. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct when conversing online or using email. Failure to abide with NJIT's Code of Conduct may result in expulsion from the course with a failing grade. Consult the official university code of student conduct for further information.

Students are expected to comply with the University Honor Code. Forms of academic dishonesty include plagiarism, fabrication, cheating, and academic misconduct. Students are responsible for the authenticity of material submitted both for individual and teamwork. If there is evidence that a violation of the University's Policy has occurred, the faculty member will indicate to the Dean of School of Management what sanction he/she believes is appropriate, who in turn will determine whether such a sanction is commensurate with the action and evidence. The sanction will then be

given. In addition, the student's academic advisor will be notified. If a second violation occurs, the situation will be turned over to the Dean of Students, and the XF grade may be given.

The NJIT University code on Academic Integrity, found at http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf, will be followed in all courses.

Student with Disabilities Codes

NJIT adheres to section 504 of the Rehabilitation Act (ADA) of 1990. Appropriate accommodations are provided at no cost to the student. If you have any questions or would like additional information, please contact Dr. Phyllis Bolling, Center for Counseling and Psychological Services (C-CAPS), Campbell Hall, (entry level), room 205, (973) 596-3420. For further information, visit the Student Disability Services website.

Technical Support

For assistance with the following items, please contact NJIT IST Helpdesk at: 1-973-596-2900 or http://ist.njit.edu/support/helpdesk.php

- UCID
- Library database access
- Webmail by Google email system
- Sessions
- Password assistance*

For assistance with the following items, please contact Technical Support at: 1-888-789-0407 or https://supportcenter.embanet.com/NJIT

- Content within this course
- Assignments

- Discussion Formums

- Quizzes

- Exams

- All other items related to the running of this course

*NJIT passwords may be changed using the Global Password Change mechanism. You will need to know your current UCID and UCID password. Questions can be referred to 1-973-596-2900.

Periodic changing of passwords and strategies for managing them are best practice for anyone using a computer. All members of the university community are encouraged to review tips for password management and to change passwords regularly.

Software and Hardware Requirements

Sometimes, you will be required to use Word processing and presentation software, such as MS Word and PowerPoint found in Microsoft Office. You will also need to be comfortable with various aspects of using the Internet such as:

- Search engines

- Newsgroups

- E-mail

- Ability to download files

To view certain media elements in this course, you will need to have several browser plug-ins such as Shockwave, Flash, and Adobe Acrobat on your computer. Use the links in the course to download and install the appropriate software application.
Important: With regards to plug-ins, ensure you are using the most recent version of each plug-in you require. View the hardware and software requirements for this course.

Browser Check

To test your web browser for compatibility in the Moodle environment, go to the Online Support Center page and select the 'Check My Browser' link located on the right side.

Student Services and Support

Heather Minton

h.minton@onlineprograms.njit.edu

877-615-8696, press 2

Schedule a phone appointment with Heather: https://www.vcita.com/v/hminton

Contact the program coordinator for:

- Change of address, phone, or email
- If you have not received your course materials
- If you are having difficulty contacting a faculty member
- If you have difficulty completing your course work due to personal issues
- To drop/withdraw from a course
- General program information

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