

MGT 585—MANAGEMENT SKILLS DEVELOPMENT
Fall, 2012- Online Section 04W

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Course Overview and Objectives: This course is designed to provide an in-depth seminar emphasizing the development of the skills and knowledge required for successful managerial performance. It focuses on such areas as developing self-awareness, creative problem-solving, supportive communication, the use of power and influence, motivation techniques, and managing conflict. Upon completion of this course, you should be able to:

- Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.
- Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams.
- Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts.

Course Text: Mgt 585 Management & Skills Development (2013), Pearson custom library for TAMU-Commerce, isbn 9781256550464.

***Please note that this is a custom edition textbook incorporating mandatory cases and is only available via the TAMU-Commerce bookstore.**

Communication: The main means of communication for this course will be via Email—I check my email several times per day. If you email me a question that I consider might benefit the rest of the class, I will email the question with a response to the entire class. I do not use all of the functions available on eCollege. Primarily, I will be posting slides and other learning aides in “Doc Sharing” and we will be conducting our discussions (see below) through the “discussion” space in eCollege. Also, you will be submitting your homework, business plan, and strategic audit via the “Drop Box” in eCollege.

Course Grading:

Discussions (5): 20%
Homework (2): 20%
Case analyses (2): 20%
Exam I: 20%
Exam II: 20%

General Guideline for Assignments: Homework and cases are to be done in teams of 3-5 members and handed in via the Dropbox in eCollege. You only need to hand-in one assignment

for all the individuals on the team—in other words, each team member does not have to hand-in the assignment as I will give grades to all those whose names appear on the received document. The same team members need NOT be on all assignments—you may have different team composition for the different assignments. The following formatting guidelines for all written assignments should be used: typed using 12-point Times New Roman font, double spaced, one-inch margins all around, page numbering on bottom of page, no header or footer, and student name, assignment information, and date in upper left-hand corner. Please make sure to title your email with your name followed by the course number and section.

Discussions

During the course of the semester, I will post discussion questions under “discussion” in eCollege hoping to accomplish two objectives: 1) stimulate you to reflect on how concepts covered in the text are applied in the organizations where you work and 2) offer you the opportunity to learn how these concepts are being applied in other organizations (i.e. those of your peers). If you have limited experience or have not had personal exposure to a particular concept being covered, you are still expected to contribute to the discussion by asking thought provoking questions to your peers and offering insightful comments based on the discussion at hand. The key to quality discussions is the value-added insights you offer to the discussion. Therefore, your grade will be based on the degree to which you contribute to the discussion through insightful comments (i.e. simply stating “I think so to” is not considered insightful). Please keep in mind that I will only consider your postings that are entered no later than **2 full days** after the established date for the discussions on the syllabus. For example, if the date for the discussion on the syllabus shows for Friday the 7th, you will have until midnight of Friday the 9th to post your comments. The purpose of having a two day window is to keep us all on the same topic during a given timeframe. This will also allow you sufficient time to read the posts by your peers and engage in a meaningful discussion and sharing of thoughts, ideas and insights.

Homework assignments

- 1) Assignment 1: Chapter 3 presents six categories of external environmental factors that influence organizational performance and that are typically taken into consideration during the strategic planning process. Please perform an external environmental analysis for a company for which you have or are able to secure a significant amount of information. Specifically, 1) offer an overview of the company, 2) identify the five most important environmental trends that have affected the firm during the past 5 years (to the extent possible quantify their impact), 3) explain which environmental variables you expect will have the greatest impact on the firm during the next few years and explain what possible measures/strategies the firm might consider to gain a competitive advantage in light of those trends.
- 2) Assignment 2: Chapter 3 discusses the importance of organizational culture. Please 1) select a firm (different from the one used for the first assignment) and offer a brief background of the firm, 2) discuss the particulars of its organizational culture, 3) offer a comprehensive literature review including how organizational culture impacts a number of variables (i.e., organizational performance, job satisfaction...), and explain how in light of the literature review you could devise a strategy to enhance the corporate culture (i.e., one that increases performance, satisfaction...). In other words, you should view

this assignment as a case study where you are identifying the issues, performing a comprehensive literature review, and offering solutions based on what you learned from the review.

Case Analyses

You are required to complete two case analyses during this course. The rubric that I will use for the grading is provided at the end of this syllabus.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services, Texas A&M-Commerce, Gee Library, Room 132 – Phone (903) 886-5150 or (903) 886-5835 – Fax (903) 468-8148 – StudentDisabilityServices@tamu-commerce.edu

Code of Student Conduct: All students will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Student's Handbook, Rules, and Procedures, Code of Student Conduct <http://www.tamu-commerce.edu/studentlife/guidebook67.pdf>. College of Business professors do not tolerate **plagiarism** and other forms of academic **dishonesty**. Instructors “are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is "**Academic dishonesty.**" **It includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.**” See 13.99.99.R0.10 Academic Honesty at http://www.tamuCommerce.edu/administration/Rules%26Procedures/rules_procedures.asp?RID=97. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include **disciplinary probation, suspension, and expulsion. Also, you will receive an “F” for this course.**

Course Schedule

August

Class 1; Friday 31: Read Chapter 1: Managers and Management **and** Chapter 2: History Module: A Brief History of Management's Roots

Participate in Discussion 1.

Please introduce yourselves to the rest of the class using the “Student Lounge” and start forming groups ASAP.

September

Class 2; Friday 7: Read Chapter 3: The Management Environment **and** Chapter 4: Integrative Managerial Issues

Participate in Discussion 2.

Class 3; Friday 14: **Due:** Assignment 1: External Organizational Environment

Class 4; Friday 21: Read Chapter 5: Foundations of Decision Making **and** Chapter 6: Module: Quantitative Decision-Making Aides

Participate in Discussion 3.

Class 5; Friday 28: Read Chapter 7: Foundations of Planning **and** Chapter 8: Organizational Structure and Design

October

Class 6; Friday 5: **Due:** Assignment 2: Organizational Culture

Class 7; Friday 12: Read Chapter 9: Managing Human Resources **and** Chapter 10: Career Module: Building Your Career

Class 8; Friday 19: Exam I: Chapters 1-10

Class 9; Friday 26: Read Chapter 11: Managing Change and Innovation **and** Chapter 12: Foundations of Individual Behavior

November

Class 10; Friday 2: Read Chapter 13: Understanding Groups **and** Chapter 14: Managing Work Teams **and** Chapter 14: Motivating and Rewarding Employees

Participate in Discussion 4.

Class 11; Friday 9: Read Chapter 15: Leadership and Trust **and** Chapter 16: Managing Communication and Information

Class 12; Friday 16: **Due:** Case study Dick Spencer

Class 13; Friday 23: Read Chapter 17: Foundations of Control **and** Chapter 18: Operations Management

Class 14; Friday 30: Chapter 19: Entrepreneurship Module: Managing Entrepreneurial Ventures

Participate in Discussion 5.

December

Class 15; Friday 7: **Due:** Case Study: How to Motivate Fred Maiorino

Class 16; Friday 14 (last day of class): Exam II: Chapters 11-19

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues and Depth of Analysis</p> <p>I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.</p> <p>Score:</p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p>(30)</p>	<p>Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into a bit more depth.</p> <p>(24)</p>	<p>Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into much more depth.</p> <p>(21)</p>	<p>Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(18)</p>
<p>Literature Review of the Managerial Issues—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.</p> <p>(30)</p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p> <p>(24)</p>	<p>Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(21)</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.</p> <p>(18)</p>
<p>Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case</p>	<p>Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.</p>	<p>Provided a sufficient and supported discussion of several valid approaches for dealing with most of the critical, problematic issues in the case, but could have gone into more depth or provided</p>	<p>Discussed some valid approaches for dealing with some of the critical, problematic issues in the case, but could have gone into much more depth, provided more support, and/or provided several</p>	<p>Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.</p>

