

MGT 585 – MANAGEMENT SKILLS DEVELOPMENT

Fall 2012 – Section 91E, L3 Cohort

Tuesdays, 4:30 PM

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Office Hours: MTW - 9:00 – 11:00 AM, anytime by e-mail ☺

Required Text (and journal readings):

Robbins, De Cenzo, & Coulter – **Fundamentals of Management 8e** – custom with six cases included. You must get the custom edition with the cases included for this course. You can get it in either print version (ISBN: 9781256550464, appx. cost is \$194.00) or as an eBook (ISBN: 1256773395, appx. cost of \$127.00).

The following readings will be assigned at various times as directed throughout the term:

- Caruth, D.L., Caruth, G.D., & Humphreys, J.H. (2009). Towards an experiential model of problem initiated decision making. *Journal of Management Research*, 9(3): 123-132.
- Caruth, D.L., & Humphreys, J.H. (2008). Performance appraisal: Essential characteristics for strategic control. *Measuring Business Excellence*, 12(3), 24-32.
- Clark-Hitt, R., & Humphreys, J.H. (2006). A graceful and beautiful swan. *International Journal of Diversity in Organisations, Communities and Nations: Volume 4*.
- Humphreys, J. (2002, July). The best of intentions. *Harvard Business Review*, 80(7), 31-34.
- Humphreys, J. (2003). The dysfunctional evolution of goal setting. *MIT Sloan Management Review*, 44(4), 96.
- Humphreys, J. (2004). The vision thing. *MIT Sloan Management Review*, 45(4), 96.
- Humphreys, J.H. (2005a). Contextual implications for transformational and servant leadership: A historical approach. *Management Decision*, 43(10), 1410-1431.
- Humphreys, J. (2005b). Developing the big picture. *MIT Sloan Management Review*, 47(1), 96.
- Humphreys, J. (2007). Weakness or opportunity? *MIT Sloan Management Review*, 48(3): 96.

- Humphreys, J., Ahmed, Z., & Pryor, M. (2009, May). World-Class Bull. *Harvard Business Review*, 87(5), 35-42.
- Humphreys, J.H., & Einstein, W.O. (2004). Leadership and temperament congruence: Extending the expectancy model of work motivation. *Journal of Leadership & Organizational Studies*, 10(4): 58-79.
- Humphreys, J., & Langford, H. (2008). Managing a corporate culture slide. *MIT Sloan Management Review*, 49(3), 25-27.
- Humphreys, J., Oyler, J., Pryor, M., & Pane, S. (2010). Lost in translation. *Journal of Business Strategy*, 31(2): 13-17.
- Humphreys, J.H., Pane-Haden, S., Clayton, R., Novicevic, M.M., & Gibson, J.W. (2011). Lillian McMurry of Trumpet Records: Integrity and authenticity in the charismatic, constructive narcissist leader. *Journal of Leadership & Organizational Studies*, 18(1): 40-55.
- Humphreys, J., Pryor, M., & Oyler, J. (2010). Why so many managers are cowards. *BusinessWeek Online*, 8/04/10: 7.
- Humphreys, J.H., Pryor, M.G., Pane Haden, S., & Oyler, J. (2009). The leadership of Joseph R. Walker: Towards a model of socialized charisma through expert power. *Journal of Applied Management and Entrepreneurship*, 14(1), 59-81.
- Joni, S.A., & Beyer, D. (2009, December). How to pick a good fight. *Harvard Business Review*, 87(12), 48-57.
- Kotter, J. P., & Schlesinger, L. (2008, July-August). Choosing strategies for change. *Harvard Business Review*, 86(7/8), 130-139.
- Novicevic, M.M., Humphreys, J.H., Buckley, M.R., Cagle, C., & Roberts, F. (2011). Effective leadership in unexpected places: A sociohistorical analysis of the Red Tops dance orchestra. *Business Horizons*, 54(6), 529-540.
- Pryor, M.G., Humphreys, J., & Taneja, S. (2008). Freeing prisoners of work. *Industrial Management*, 50(5), 21-24.

Course Description:

This course provides 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, use of power and influence, motivation techniques, incentive systems, and managing conflict.

I will correspond with you **frequently** by e-mail to you're My Leo accounts. Please make it a habit to check it daily at a minimum.

Course Objectives:

- 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

Grade Evaluation

Points

Case Studies (3)	750
Final Exam Case	450
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TOTAL	1,200

Grade Conversion

A = 1,080 or greater (90%)
B = 960 – 1,079 (80% - 89%)
C = 840 – 959 (70% - 79%)
F = 839 or below

Description of Evaluation Criteria

Case Studies – From three (3) case studies, you will prepare written analyses based on application of management concepts. This analysis must be typed (double-spaced) and turned in (e-mail to john.humphreys@tamuc.edu) by 8:00 AM on the due date (250 points each). The cases will be graded based upon timeliness, specificity, depth and breadth of analysis, and SUPPORT for your assertions and recommendations. I will discuss my expectations once we begin.

Final Exam Case – The final exam is a comprehensive case analysis and worth 450 points.

All cases will be assessed using the general rubric located at the end of the syllabus.

The following guidelines for all written assignments should be used:

Typed, double spaced with 1 inch margins all around
include the student name and date in upper right-hand corner
no title page
contain **no** header or footer (except optional page numbers)
Times New Roman 12 font
use headings to denote subject change in the paper
All citation to be in **APA style**

And remember, I will always be more concerned with content than format. ☺

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:

Halladay Student Services Building
 Room 303 A/D
 Phone (903) 886-5835
Leigh.Powell@tamu-commerce.edu

TENETS OF COMMON BEHAVIOR STATEMENT: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

STATEMENT ON ACADEMIC INTEGRITY: - Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

Semester Calendar

Date	Day	Week	Lectures, Chapter Readings, & Exams	Individual – Group Assignments
8/28	T	1	Course Introduction, Case Analysis, Periodical Databases, & APA Style	Show up ☺ Assign Humphreys, Oyler, Pryor, and Pane (2010) for reading Assign Dick Spencer case
9/04	T	2	Chapter 1 – Managers and Management A Brief History of Management’s Roots	Assign Humphreys (2002) and Humphreys, Ahmed, & Pryor (2009) for reading

9/11	T	3	Discuss Spencer Case Chapter 4 – Integrative Managerial Issues Managerial Ethics	Case #1 due by 8:00 AM – Dick Spencer Assign Humphreys & Einstein (2004) and Humphreys, Pane Haden, Novicevic, Clayton, & Gibson (2011) for reading Assign Fred Maiorino case
9/18	T	4	Chapters 12 and 14 Motivating and Rewarding Employees	Assign Humphreys (2005a) and Humphreys, Pryor, Pane Haden, & Oyler (2009) for reading
9/25	T	5	Chapter 15 Leader Behavior and Power	Assign Joni & Beyer (2009) and Clark-Hitt & Humphreys (2006) for reading
10/02	T	6	Discuss Fred Case Chapter 16 Communication and Managing Conflict	Case #2 due by 8:00 AM – How to Motivate Fred Maiorino Assign Humphreys (2003, 2004, 2005b, 2007) for reading Assign Lincoln Electric case
10/09	T	7	Chapters 7 & 8 Planning and Organizing	Assign Humphreys & Langford (2008) and Kotter & Schlesinger (2008) for reading
10/16	T	8	Chapter 11 Organizational Change	Assign Novicevic, Humphreys, Buckley, Cagle, & Roberts (2011) for reading

10/23	T	9	Discuss LE case Chapter 13 Managing Groups & Teams	Case #3 due by 8:00 AM - Lincoln Electric Assign Caruth & Humphreys (2008) for reading Assign Final Exam case
10/30	T	10	Chapter 5 Problem-Solving and Decision Making	Assign Caruth, Caruth, & Humphreys (2009) for reading
11/06	T	11	Chapter 17 Foundations of Control	Assign Pryor, Humphreys, & Taneja (2008) and Humphreys, Pryor, & Oyler (2010) for reading
11/13	T	12	Chapter 9 Employee Development	
11/20	T	13	No Class	
11/27	T	14	Final Exam Case Discussion	
12/04	T	15	Working on Final Exam Case	
12/10	M	16	Final Exam Case	Final Case due on 12/10 by 8:00 AM

Graduate Case Analysis Assessment Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Managerial Issues (10%)</p> <p>Although a case may present multiple managerial issues, there are generally four or five critical issues that if addressed properly would likely mitigate the majority of the problems.</p>	<p>Identifies all of the most critical managerial issues clearly (at least four and no more than five) and with supported (journal support) rationale statements as to why each issue was included.</p> <p style="text-align: center;">(10)</p>	<p>Identifies all of the most critical managerial issues clearly (at least four and no more than five) with rationale statements as to why each issue was included.</p> <p style="text-align: center;">(8)</p>	<p>Identifies the majority of the most critical managerial issues (at least four and no more than five) with some indication of rationale as to why each issue was included.</p> <p style="text-align: center;">(7)</p>	<p>Identifies few, if any, of the most critical managerial issues (less than 4) and/or provides no rationale as to why each issue was included.</p> <p style="text-align: center;">(6)</p>
<p>Literature Review of the managerial issues identified as critical (30%)</p> <p>Students should review the journal literature in the ABI Inform and Business Source Complete electronic periodical databases and report what we know about the identified issues.</p>	<p>Provides a complete and clear review of the scholarly journal literature (with four or more seminal articles) to support the knowledge associated with each identified managerial issue.</p> <p style="text-align: center;">(30)</p>	<p>Provides a substantial and clear review of the scholarly journal literature (with at least three seminal articles) to support the knowledge associated with each identified managerial issue.</p> <p style="text-align: center;">(24)</p>	<p>Provides a substantial and clear review of the journal literature (with at least three articles) to support the knowledge associated with each identified managerial issue.</p> <p style="text-align: center;">(21)</p>	<p>Provides an incomplete review of the journal literature (2 articles or less) and fails to support the knowledge associated with each identified managerial issue.</p> <p style="text-align: center;">(18)</p>
<p>Evaluation of Alternatives (20%)</p> <p>There will often be competing ideas and guidance within the journal literature. Students must identify and evaluate the strengths and</p>	<p>Identifies and evaluates a comprehensive set of alternatives (at least 3) for each managerial issue, providing the strengths and limitations of all alternatives with convincing and</p>	<p>Identifies and evaluates a comprehensive set of alternatives (at least 3) for each managerial issue, providing the strengths and limitations of all alternatives with convincing and</p>	<p>Identifies and evaluates a comprehensive set of alternatives (at least 2) for each managerial issue, providing the strengths and limitations of all alternatives with convincing and</p>	<p>Fails to identify and evaluate a comprehensive set of alternatives (less than 2) for each managerial issue, providing the strengths and limitations of all alternatives with convincing and</p>

limitations of various possible actions before offering concrete recommendations.	supported (at least 3 quality journal articles) arguments. (20)	supported (at least 2 quality journal articles) arguments. (16)	supported (at least 1 quality journal article) arguments. (14)	supported arguments. (12)
Supported Recommendations (30%) Students must develop the most effective and feasible combination of alternatives to address the managerial issues identified, researched, and evaluated.	Articulates and persuasively defends effective and feasible recommendations that address all of the identified managerial issues. (30)	Articulates and effectively defends effective and feasible recommendations that address all of the identified managerial issues. (24)	Lists and largely defends effective and feasible recommendations that address most of the identified managerial issues. (21)	Fails to list and/or defend effective and feasible recommendations that address most of the identified managerial issues. (18)
References (10%) Students must offer a complete reference list of all works cited within their analysis (APA style).	Student provides a complete APA style references list with all in-text cited articles listed in the references (15 or >). (10)	Student provides a complete APA style references list with all in-text cited articles listed in the references (12 -14). (8)	Student provides a mostly complete APA style references list with all in-text cited articles listed in the references (10 - 11). (8)	Student fails to provide at least 10 references or fails to do so in APA style. (6)

Scoring Key (%):

- _____ **Far Exceeds Standards = 90 – 100**
- _____ **Exceeds Standards = 80 – 89**
- _____ **Meets Standards = 70 - 79**
- _____ **Fails to Meet Standards = < 70**