

MGT 585 – MANAGEMENT SKILLS DEVELOPMENT

Fall 2014 – Sections 04W and 06W

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Required Text (and journal readings):

Robbins, S.P., De Cenzo, D.A., & Coulter, M. 2013. Custom Edition of Fundamentals of Management (8th Edition) with Six Cases. Pearson.

Print Version ISBN: 9781256550464. Cost: \$199.55 (New)*

E-Book Version ISBN: 9781256773399. Cost: \$142.30 (New)*

***This is a custom edition textbook or eBook incorporating mandatory cases and is available through the TAMUC bookstore.**

The following readings will be assigned 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.

Humphreys, J.H. (2002). Transformational leader behavior, proximity, and successful services. *Journal of Services Marketing*, 16(6), 487-502.

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. (2005a). Developing the big picture. *MIT Sloan Management Review*, 47(1), 96.

Humphreys, J.H. (2005b). Contextual implications for transformational and servant leadership: A historical approach. *Management Decision*, 43(10), 1410-1431.

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 and Organizational Studies*, 10(4), 58-79.

Humphreys, J., & Langford, H. (2008). Managing a corporate culture slide. *MIT Sloan Management Review*, 49(3), 25-27.

Joni, S.A., & Beyer, D. (2009). How to pick a good fight. *Harvard Business Review*, 87(12), 48-57.

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 Topps dance orchestra. *Business Horizons*, 54(6), 529-540.

Pfeffer, J., & Sutton, R.I. (2006). What's wrong with pay-for-performance. *Industrial Management*, 48(2), 12-17.

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.

Electronic system to use during the course:

Students will find some of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. Please read the welcome page of the class site. **I do not use all of the features of the eCollege site and will explain my process during our first Class Live Pro session. You will get the journal articles through the electronic periodical databases (ABI Inform and Business Source Complete).** On occasion I will place various papers and slide presentations under "doc sharing." 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 Requirements:

This is a web-based course using asynchronous and synchronous communication for the delivery of course material. Students are expected to participate in all elements of the course. All assignments should be e-mailed to me at john.humphreys@tamuc.edu. Students will only be graded for their participation during the week of the scheduled instruction. **While early preparation is valued, I would suggest you do not begin writing your first case until after the first chat session.**

Synchronous communications (i.e., Chat Sessions) will occur **Monday nights from 7:00 PM to 8:00 PM, Commerce, TX time.** We will have our first session on **Monday, 8/25/14.** Students

will use the Class Live Pro portion of the eCollege site to participate in these discussions. If for any reason you miss a scheduled chat, these sessions are archived and can be accessed by entering Class Live Pro at a later date. Please make every effort to make the first session.

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, effective leadership, motivation techniques, and managing conflict and change.

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	<u>Points</u>
Exams (2)	200
Case Studies (3)	600
Final Exam Case	400
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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 (200 points each). The cases will be graded based upon timeliness, specificity, depth and breadth of analysis, and SUPPORT for your assertions and recommendations.

Exams – There will be two (2) regular exam cases (100 points each). The final exam is a comprehensive case analysis and worth 400 points.

General Format for Written Assignments:

Typed, double-spaced, one-inch margins all around (top, bottom, right and left)

Student name, assignment information, date in, and page number upper right-hand corner
no title page
 Times New Roman 12 font
 use headings to denote subject change in the paper
 All citation to be in APA style

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.

Office of Student Disability Resources and Services
Texas A&M University – Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.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
8/25	M	1	Course Introduction, Case Analysis, Periodical Databases, & APA Style	Show up ☺ Assign Humphreys & Einstein (2004) for reading Assign Fred Maiorino case
9/01	M	2	Management and Managers and a Brief History of Management	Assign Pfeffer & Sutton (2006) and Humphreys (2003) for reading

9/08	M	3	Work Motivation & Incentives	<p>Case #1 due by 8:00 AM – How to Motivate Fred Maiorino</p> <p>Assign Dick Spencer case</p> <p>Assign Humphreys (2002) and Humphreys (2005b) for reading</p>
9/15	M	4	Leader Behavior and Power	Assign Joni & Beyer (2009) for reading
9/22	M	5	Exam 1	
9/29	M	6	Exam Discussion Communication and Managing Conflict	<p>Exam 1 due by 8:00 AM</p> <p>Assign Humphreys (2004, 2005, 2007) for reading</p>
10/06	M	7	Planning	<p>Case #2 due – Dick Spencer</p> <p>Assign Novicevic et al. (2011) for reading</p> <p>Assign Lincoln Electric case</p>
10/13	M	8	Organizing Work and Employee/Team Development	Assign Caruth, Caruth, & Humphreys (2009) for reading
10/20	M	9	Problem-solving and Decision Making	Assign Humphreys & Langford (2008) for reading
10/27	M	10	Managing Change	Case #3 due – Lincoln Electric
11/03	M	11	Exam 2	
11/10	M	12	Exam Discussion Final Case Discussion and Expectations	<p>Exam 2 due by 8:00 AM</p> <p>Assign Final Exam</p>

				case Assign Humphreys (2002, July) and Humphreys, Ahmed, & Pryor (2009) for reading
11/17	M	13	Diversity and Ethical Decision Making in a Dynamic World	
11/24	M	14	Working on Final Case	
12/01	M	15	Working on Final Case	
12/08	M	16	Final Exam Case	Final Case due on 12/08 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>(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>(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>(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>(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</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</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>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>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>

periodical databases and report what we know about the identified issues.	managerial issue. (30)	(24)	(21)	(18)
Evaluation of Alternatives (20%) There will often be competing ideas and guidance within the journal literature. Students must identify and evaluate the strengths and limitations of various possible actions before offering concrete recommendations.	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 supported (at least 3 quality journal articles) arguments. (20)	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 supported (at least 2 quality journal articles) arguments. (16)	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 supported (at least 1 quality journal article) arguments. (14)	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 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**