

MGT 585—MANAGEMENT SKILLS DEVELOPMENT
Spring, 2015- Online Section 03W

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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. Peer evaluations only need to be emailed to me if you feel that a member is performing sub-par work. In other words, I will follow a ‘management by exception’ policy for the evaluations; all members shall receive the highest score UNLESS peers submit an evaluation with sub-par ratings. 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.

Discussions

During the course of the semester, I will post discussion questions under “discussion” in eCollege hoping to accomplish three objectives: 1) offer you the opportunity to research relevant concepts more in depth by reading the latest peer-reviewed articles on the topic; 2) stimulate you to reflect on how concepts covered in the text and in the academic literature are applied in the organizations where you work, and 3) 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: 1) the extent of your literature review; 2) the extent to which you relate the literature review to your personal experience, and 3) the degree to which you contribute to the discussion through insightful comments with your peers (i.e. simply stating “I think so to” is not considered insightful); make sure to engage with multiple peers. These discussions are designed to simulate face-to-face classes where graduate students are able to learn from each other. 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 Sunday 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. Please keep in mind that while you should NOT post your comments prior to the established date, you are highly encouraged to work on your post (i.e., research and articulation of how the research resonates with your experience) over the course of the week.

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, and 4) a literature review of environmental and industry variables and how they influence organizations. The literature review should be integrated with your analysis; please review the samples available in Docsharing. The objective of this homework is to make you more aware of how environmental trends and industry forces need to be considered when elaborating strategic plans/audits. This homework will be graded based on the identification of the relevant variables, the in-depth analysis of those variables including their trends and their impact on the firm (preferably quantitative), and the breadth and depth of your literature review on the topic.

- 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. This homework will be graded based on the breadth and depth of your literature review, and the application of your insightful suggestions based on your understanding of the literature.

Case Analyses

You are required to complete two case analyses during this course. In order to successfully complete the case analysis, you will need to: 1) Identify the main managerial issues presented in the case, 2) perform a literature review (using top quality academic journals from the last few years) on the issues identified, 3) use the findings from the literature review to offer coherent, insightful suggestions to address the issues. 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. Please be aware that it is YOUR responsibility to ensure that any document that contains your name follows these guidelines; all group members will receive the same sanction regardless of who specifically incurred in the infraction.**

Course Schedule

January

Class 1; Friday 23: 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.

Class 2; Friday 30: Read Chapter 3: The Management Environment **and** Chapter 4: Integrative Managerial Issues

Participate in Discussion 2.

February

Class 3; Friday 6: **Due:** Assignment 1: External Organizational Environment

Class 4; Friday 13: Read Chapter 5: Foundations of Decision Making **and** Chapter 6: Module: Quantitative Decision-Making Aides

Participate in Discussion 3.

Class 5; Friday 20: Read Chapter 7: Foundations of Planning **and** Chapter 8: Organizational Structure and Design

Class 6; Friday 27: **Due:** Assignment 2: Organizational Culture

March

Class 7; Friday 6: Read Chapter 9: Managing Human Resources **and** Chapter 10: Career Module: Building Your Career

Class 8; Friday 13: Exam I: Chapters 1-10

Class 9; Friday 20: Read Chapter 11: Managing Change and Innovation **and** Chapter 12: Foundations of Individual Behavior

Class 10; Friday 27: Read Chapter 13: Understanding Groups and Managing Work Teams **and** Chapter 14: Motivating and Rewarding Employees

Participate in Discussion 4.

April

Class 11; Friday 3: Read Chapter 15: Leadership and Trust **and** Chapter 16: Managing Communication and Information

Class 12; Friday 10: **Due:** Case study Dick Spencer

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

Class 14; Friday 24: Chapter 19: Entrepreneurship Module: Managing Entrepreneurial Ventures

Participate in Discussion 5.

May

Class 15; Friday 1: **Due:** Case Study: How to Motivate Fred Maiorino

Class 16; Friday 8 (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</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why</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.</p>	<p>Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue.</p>

important.	each issue was included. Several of the journal articles used came from top-tier journals.	More references could have been used and more could have come from top-tier journals.	journal articles. Most of the articles came from lower-level journals.	The few articles that were used came from low-level journals or websites.
Score:	(30)	(24)	(21)	(18)
Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case	Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.	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 a few more recommendations.	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 more recommendations.	Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.
Score:	(20)	(16)	(14)	(12)
APA-AMJ Formatting of References Students must cite all references in proper APA or APA-AMJ format, in-text and on reference page.	Student cited ALL references properly, formatted in accordance with the APA or APA-AMJ Style Guide (no errors).	Student cited most references properly, formatted in accordance with the APA or APA-AMJ Style Guide (a few minor errors).	Student cited many references properly, formatted in accordance with the APA or APA-AMJ Style Guide (4 or more minor errors).	Student cited few references properly, not in accordance with the APA or APA-AMJ Style Guide (4 or more errors with at least 1 being a major error).
Score:	(10)	(8)	(7)	(6)
Turnitin.com Similarity Rating	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).	Student submits a paper that scores a rather high similarity rating (between 50% and 75%).	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism. Such papers will be investigated and administrative action may be taken.
	(5)			(2)

Score:		(4)	(3)	
Overall Quality of Written Communication	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent analysis that contained a few minor errors.	Student presented a rather coherent analysis that contained several minor errors.	Student presented an incoherent analysis that contained several major errors.
Score:	(5)	(4)	(3)	(2)
Total Score:	__ out of 100			