

MGT 585 – MANAGEMENT SKILLS DEVELOPMENT

Spring 2015 – Section 91E, L3 Cohort

Instructor: Dr. John Humphreys
Email: john.humphreys@tamuc.edu
Phone: Office: (903) 886-5941
Fax: (903) 886-5702
Office: COB 336A
Office Hours: MTW - 9:00 – 11:00 AM, anytime by e-mail ☺

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.

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.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.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. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103.
- 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.
- Pane Haden, S., & Cooke, J. (2012). Is morale irrelevant? *MIT Sloan Management Review*, 53(2), 96.
- Pfeffer, J., & Sutton, R.I. (2006). What's wrong with pay-for-performance. *Industrial Management*, 48(2), 12-17.

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.

Electronic system to use during the course:

Even though we will meet face to face on Mondays, 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 meeting. 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 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>
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.

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).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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
1/19	M	1	Monday is a holiday so we will not meet. I will begin corresponding with you on Tuesday morning.	Assign Humphreys, Oyler, Pryor, and Pane (2010) for reading Assign Dick Spencer case
1/26	M	2	Course Introduction, Case Analysis, Periodical Databases, & APA Style A Brief History of Management's Roots	Assign Humphreys & Einstein (2004) and Pfeffer & Sutton (2006) for reading
2/02	M	3	Discuss Spencer Case Motivating and Rewarding Employees	Case #1 due by 8:00 AM – Dick Spencer Assign Humphreys (2002) and Humphreys, Pane Haden, Novicevic, Clayton, & Gibson (2011) for reading Assign Fred Maiorino case
2/09	T	4	Leader Behavior and Power	Assign Humphreys (2005a) and Humphreys, Pryor,

				<p>Pane Haden, & Oyler (2009) for reading</p> <p>Hand out mini-case for in-class discussion</p>
2/17	M	5	In class exercise on leading and motivating different followers	Assign Humphreys (2003, 2004, 2005b, 2007) for reading
2/23	M	6	<p>Discuss Fred Case</p> <p>Planning and Organizing</p>	<p>Case #2 due by 8:00 AM – How to Motivate Fred Maiorino</p> <p>Assign Humphreys & Langford (2008), Kotter (2007), and Kotter & Schlesinger (2008) for reading</p> <p>Assign Lincoln Electric case</p>
3/02	M	7	Organizational Change	Assign Joni & Beyer (2009) and Clark-Hitt & Humphreys (2006) for reading
3/09	M	8	<p>Communication and Managing Conflict</p> <p>Discuss the Clark-Hitt and Humphreys case</p>	Assign Novicevic, Humphreys, Buckley, Cagle, & Roberts (2011) for reading
3/16	M	9	Spring Break	
3/23	M	10	<p>Discuss LE case</p> <p>Managing Groups & Teams</p> <p>Employee Development</p>	<p>Case #3 due by 8:00 AM - Lincoln Electric</p> <p>Assign Caruth & Humphreys (2008) and Caruth, Caruth, & Humphreys (2009) for reading</p> <p>Assign Final Exam case</p>

3/30	M	11	Problem-Solving and Decision Making Foundations of Control	Assign Pryor, Humphreys, & Taneja (2008) and Humphreys, Pryor, & Oyler (2010) for reading
4/06	M	12	Managerial Ethics and Diversity	
4/13	M	13	Final Exam Case Discussion	
4/20	M	14	Working on Final Exam Case	
4/27	M	15	Working on Final Exam Case	
5/04	M	16	Final Exam Case	Final Case due on 5/04 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</p>	<p>Provides a complete and clear review of the scholarly journal literature (with four or more</p>	<p>Provides a substantial and clear review of the scholarly journal literature (with at least three seminal</p>	<p>Provides a substantial and clear review of the journal literature (with at least three articles) to support</p>	<p>Provides an incomplete review of the journal literature (2 articles or less) and fails to</p>

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

their analysis (APA style).	(15 or >).	(12 -14).	in the references (10 - 11).	
	(10)	(8)	(8)	(6)

Scoring Key:

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