

## MGT 571 – MANAGERIAL DECISION MAKING

Summer 1, 2023 – Section 01W 41300

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Office Hours: Anytime by e-mail. By phone or on campus by appointment.

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### **No Required Text. We will use the following journal articles and cases:**

Groysberg, B., & Connolly, K. (2013, September). Twenty-four CEOs on creating diverse and inclusive organizations. *Harvard Business Review*, 91(9): 68-76.

Humphreys, J. (2002, July). The best of intentions. *Harvard Business Review*, 80(7): 31-34.

Humphreys, J., Ahmed, Z., & Pryor, M. (2009, May). World-Class Bull. *Harvard Business Review*, 87(5): 35-42.

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.

Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1): 96-103.

Kotter, J.P., & Schlesinger, L.A. (2008). Choosing strategies for change. *Harvard Business Review*, 86(7): 130-139.

Mobley, M.E., & Humphreys, J. (2006, April). How Low Will You Go? *Harvard Business Review*, 84(4): 33-44.

Toegel, G., & Barsoux, J. (2016, June). How to preempt team conflict. *Harvard Business Review*, 94(6): 78-83.

Williams, J.C., & Mihaylo, S. (2019, November-December). How the best bosses interrupt bias on their teams. *Harvard Business Review*, 97(6): 151-155.

### **Course Description:**

This course provides an in-depth seminar emphasizing the development of the skills and knowledge required for successful managerial decision-making in organizations. It focuses on ethical managerial decision-making regarding the effective management of conflict, inclusion, and change, which are often interrelated and multifaceted in contemporary organizations.

## Course Objectives:

- Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.
- Demonstrate applicable knowledge of managerial decisions that lead employees towards positive outcomes in the contexts of organizational change, employee conflict, and organizational inclusion.
- Demonstrate comprehension of decision-making influences relating to organizational culture and ethical decision-making in organizational contexts.

## Electronic system to use during the course:

Students will find some course materials in the D2L Brightspace course shell. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

I will correspond with you frequently by e-mail using the class list in D2L. Please check your e-mail daily. The Zoom function of the D2L Learning Management System will be used for synchronous sessions beginning on **Monday, June 5<sup>th</sup> (6:30 PM CT) and ending on Monday, July 3<sup>rd</sup>**. Please attend these sessions synchronously if possible. If you cannot, however, the sessions will be recorded so that you can watch at your convenience.

## Grade Evaluation

## Points

Case Analyses (3)	600
Change Plan	400
<b>TOTAL</b>	<b>1,000</b>

A = 900 or greater (90%)

B = 800 - 899 (80% - 89%)

C = 700 - 799 (70% - 79%)

F = 699 or below

## Description of Evaluation Criteria

**Case Studies** – As directed on three occasions, you will prepare written analyses based on application of management and organizational behavior decision-making concepts. These analyses should be placed in the drop box by 8:00 AM on the due date (200 points each). The case analyses will be graded based on timeliness, specificity of the decision-making spectrum, depth of analysis, and support for rationale.

**Change Plan** – A change plan encompassing a change project will be submitted (400 points) by 8:00 AM on Thursday, July 6<sup>th</sup>. This plan should assess the action steps and potential (anticipated) outcomes, as supported by the assigned reading and lectures. Although I prefer this to be a group project, I will entertain an individual plan if it best suits a particular student's needs. We will discuss further after I see the class make up.

## 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

**Preferred Way to be Contacted:** E-mail. I check my e-mail often and I will always respond within 24 hours, but usually much, much sooner. Never hesitate to contact me. I like students and I love teaching so I'm here for you if you need me. You may also text me if we need to talk.

**Attendance:** Obviously, I want you to attend my Zoom class meetings. I will do my best to motivate you to want to attend. If you must miss a session, please review the recording at your earliest convenience. You will be responsible for material covered in class. For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Late Work Policy:** I'd prefer for your assignments to not be late. Currency and timeliness are very important to your learning. I will, however, accept late work on an individual basis that will need to be cleared with me prior to the due date.

**Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress or current events, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

**Academic Integrity:** Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. 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 failure (final course grade of F). For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University – Commerce**

**Waters Library, Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

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

**Campus Concealed Carry Statement:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### Summer 1 Calendar

<b>Date</b>	<b>Day</b>	<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
6/05	M	1	Course Introduction, Case Analysis, and Periodical Databases  Managerial Ethics and Decision Making and Problem Solving	Please read Williams & Mihaylo (2019) and Groysberg & Connolly (2013)  Assign World Class Bull case
6/12	M	2	Case discussion  Inclusive Decision Making in Organizations	<b>World Class Bull case due by 8:00 AM</b>  Please read Joni & Beyer (2009) and Toegel & Barsoux (2016)  Assign Best of Intentions case

6/19	M	3	Case discussion Conflict Management and Decision Making	<b>Best of Intentions case due by 8:00 AM</b>  Please read Kotter (2007), Kotter & Schlesinger (2008), and Humphreys & Langford (2008)  Assign How Low Will You Go? case
6/26	M	4	Case discussion Decision Making and Leading Organizational Change	<b>How Low Will You Go? case due by 8:00 AM</b>
7/03	M	5	Wrap Up	<b>Change Plan due on 7/06 by 8:00 AM</b>

### Graduate Case Analysis Assessment Rubric

Criteria	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<b>Identification of Critical Issues (10%)</b>  In some cases, case issues will be stated. In other cases, it will be the student's responsibility to identify the salient issues.	Identifies all the most critical managerial issues clearly and with supported (journal support) rationale statements as to why each issue was included.	Identifies all the most critical managerial issues clearly with rationale statements as to why each issue was included.	Identifies most of the most critical managerial issues with some indication of rationale as to why each issue was included.	Identifies few, if any, of the most critical managerial issues and/or provides no rationale as to why each issue was included.
<b>Literature Review of the issues identified as critical (30%)</b>	Provides a complete and clear review of the scholarly journal	Provides a substantial and clear review of the scholarly journal	Provides a fairly substantial and clear review of the journal literature	Provides an incomplete review of the journal literature and fails

Students should read the journal literature assigned and apply what we know about the identified issues.	literature to support the knowledge associated with each identified issue.	literature to support the knowledge associated with each identified issue.	to support the knowledge associated with each identified issue.	to support the knowledge associated with each identified issue.
<p><b>Evaluation of Alternatives (20%)</b></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>	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with convincing and supported arguments.	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with reasonably convincing and supported arguments.	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with supported arguments.	Fails to identify and evaluate a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with convincing and supported arguments.
<p><b>Supported Recommendations (30%)</b></p> <p>Students must develop the most effective and feasible combination of alternatives to address the issues identified, researched, and evaluated.</p>	Articulates and persuasively defends effective and feasible recommendations that address all of the identified issues.	Articulates and effectively defends effective and feasible recommendations that address all of the identified issues.	Lists and largely defends effective and feasible recommendations that address most of the identified issues.	Fails to list and/or defend effective and feasible recommendations that address most of the identified issues.
<p><b>References (10%)</b></p> <p>Students must offer a complete reference list of all works cited within their analysis (APA style).</p>	Student provides a complete APA style references list with all in-text cited articles listed in the references (20 or >).	Student provides a complete APA style references list with all in-text cited articles listed in the references (15- 19).	Student provides a mostly complete APA style references list with all in-text cited articles listed in the references (10 - 14).	Student fails to provide at least 10 references or fails to do so in APA style.

### Organizational Change Plan Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Demonstrated completeness of understanding of change steps as presented in class</b>  <b>(20%)</b>	Superior completeness; student's use of change process steps is very thorough  <b>(20)</b>	Complete; student's use of change process steps covers most change steps  <b>(16)</b>	Mostly complete but with gaps in some areas; student's plan is missing some key steps  <b>(14)</b>	Incomplete in most respects  <b>(12)</b>
<b>Focus on implementable action steps (60%)</b>	Action steps are extraordinarily specific and supported  <b>(60)</b>	Action steps are complete and mostly supported  <b>(48)</b>	Action steps are fairly complete but there are gaps and support is limited  <b>(42)</b>	Action steps are inadequate and/or unsupported  <b>(36)</b>
<b>Writing quality (20%)</b>	Writes extraordinarily clearly and insightfully  <b>(20)</b>	Writes clearly and effectively  <b>(16)</b>	Writing has content but is unfocused  <b>(14)</b>	Fails to communicate in an adequate manner  <b>(12)</b>

**Scoring Key:**

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