

MGT 571 – MANAGERIAL DECISION MAKING

Spring 2024 – Section 01W

Instructor: Dr. John Humphreys
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Phone: Cell – 903-303-9043
Office Hours: Anytime by e-mail. By phone or on campus by appointment.

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

- Albright, K.S. (2004, May/June). Environmental scanning: Radar for success. *The Information Management Journal*, 38-45.
- Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1): 20-39.
- Buchanan, L., & O'Connell, A. (2006). A brief history of decision making. *Harvard Business Review*, 84(1): 32-41.
- Ford, J.D., & Ford, L.W. (2009, April). Decoding resistance to change. *Harvard Business Review*, 87: 99-103.
- Groysberg, B., & Connolly, K. (2013, September). Twenty-four CEOs on creating diverse and inclusive organizations. *Harvard Business Review*, 91(9): 68-76.
- Harwood, J. (2020). Social identity theory. In J. van den Bulck (ed.), *International Encyclopedia of Media Psychology*. Wiley. <https://doi.org/10.1002/978111901107.iemp0153>
- Hornsey, M.J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2: 204-222.
- 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.
- Krivis, J. (2006). Can we call a truce? Ten tips for negotiating workplace conflicts. *Employment Relations Today*, 33(3): 31.
- Messick, A., & Bazerman, A. (1996). Ethical leadership and the psychology of decision making. *MIT Sloan Management Review*, 37(2): 9-22.
- Mobley, M.E., & Humphreys, J. (2006, April). How Low Will You Go? *Harvard Business Review*, 84(4): 33-44.
- Moyer, D. (2007, April). Satisficing. *Harvard Business Review*, 85(4): 144.
- Schaffer, R.H. (2010, September). 4 mistakes leaders keep making: How to overcome deep-seated obstacles to change. *Harvard Business Review*, 88(9): 86-91.
- 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 performance 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 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.

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

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. The Zoom function of the D2L Learning Management System will be used for synchronous sessions beginning on **Tuesday, January 16th (6:00 PM CT)**. However, subsequent Zoom sessions will be held on **Mondays at 6:00 PM CT**. 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	<u>Points</u>
Case Analyses (3)	450
Environmental Analyses	150
Change Plan	400
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TOTAL	1,000

Grade Conversion

- 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 the application of management and organizational behavior concepts (ethical decision making, inclusive decision making, and decisions regarding effective conflict management). These analyses must be typed (double-spaced) and placed in the drop box by 8:00 AM on the due date (150 points each). The case analyses will be graded based upon timeliness, specificity, depth and breadth of analysis, and support for your assertions.

Environmental Analyses – With my guidance, you will analyze the broad environment and operating environment of the change case industry (150 points). This analysis will

ultimately be incorporated into your change plan and is designed to give you a preview of these analyses to prepare you for MGT 527 – Strategic Management.

Change Plan – A change plan encompassing a total change project will be submitted (400 points) by 8:00 AM on May 9th. 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 this further after I see the make-up of the class.

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
Times New Roman 12 font

Preferred Way to be Contacted: E-mail. I check my e-mail often and will get back to you as soon as I can. It would be rare that I don't respond within 24 hours, 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 certainly also text me if we need to discuss your work.

Attendance: Obviously, I want you to attend my Zoom class meetings. I will do my best to motivate you 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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<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).
<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)
<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 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

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 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.

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.

Semester Calendar

Date	Day	Week	Topics	Assignments
1/16	T	1	Course Introduction, HBR Case Analysis, and Periodical Databases	Show up ☺ Please read Buchanan & O'Connell (2006) and Moyer (2007)
1/22	M	2	Executive Decision-making as an Intentional Process Heuristics and Satisficing	Please read Messick & Bazerman (1996)
1/29	M	3	Managerial Ethics and Decision Making and Problem Solving	Please read Williams & Mihaylo (2019) and Groysberg & Connolly (2013) Assign World Class Bull case
2/05	M	4	Case discussion Inclusive Decision Making in Organizations	World Class Bull case due by 8:00 AM Please read Ashforth & Mael (1989), Harwood (2020), and Hornsby (2008)
2/12	M	5	Social Identity Theory	Assign Best of Intentions case
2/19	M	6	Case discussion	Best of Intentions case due by 8:00 AM Please read Toegel &

				Barsoux (2016) and Krivis (2006)
2/26	M	7	Conflict Management and Decision Making	Please read Joni & Beyer (2009) Assign How Low Will You Go? case
3/04	M	8	Case discussion	How Low Will You Go? case due by 8:00 AM
3/11	M	9	Spring Break	
3/18	M	10	Planning for Change	Assign case for change plan Please read Kotter (2007), Kotter & Schlesinger (2008), and Humphreys & Langford (2008)
3/25	M	11	Decision Making and Leading Organizational Change	Please read Schaffer (2010) and Ford & Ford (2009)
4/01	M	12	Managing Resistance to Change	Please read Albright (2004) and Porter (2008)
4/08	M	13	Environmental Analyses	Assign environmental analyses
4/15	M	14	Environmental analyses discussion	Environmental analyses due by 8:00 AM
4/22	M	15	Questions/Feedback for Change Plans	
4/29	M	16	Wrap-up Session	
5/06	M	17	No Zoom session	Change Plan due on 5/07 by 8:00 AM

Graduate Case Analysis Decision-Making Assessment Rubric

Criteria	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues (15%)</p> <p>It will be the student's responsibility to identify the salient issues.</p>	Identifies all the most critical managerial issues clearly and with supported rationale statements as to why each issue was included.	Identifies most of the most critical managerial issues clearly with rationale statements as to why each issue was included.	Identifies many of the most critical managerial issues with some indication of rationale as to why each issue was included.	Identifies a few, if any, of the most critical managerial issues and/or provides no rationale as to why each issue was included.
<p>Consideration of no action as a decision (5%)</p> <p>Students should evaluate the decision-making opportunity and determine if no action is optimal.</p>	Provides a complete and clear assessment of why taking no action would be optimal.	Provides a substantial assessment of why taking no action would be optimal.	Provides an adequate assessment of why taking no action should be considered.	Provides an incomplete assessment or fails to consider taking no action.
<p>Setting boundary decisions for a decision-making spectrum (20%)</p> <p>Students should explicitly state the boundaries of the decision-making spectrum.</p>	Provides a complete and clear assessment of the boundaries of a decision-making continuum.	Provides a substantial assessment of the boundaries of a decision-making continuum.	Provides an adequate assessment of the boundaries of a decision-making continuum.	Provides an incomplete assessment or fails to identify the boundaries of a decision-making continuum.
<p>Evaluation of Alternatives (40%)</p> <p>There will often be competing ideas. Students must identify and evaluate the strengths and limitations of various possible actions before decision-making.</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>Supported Recommendations (20%)</p> <p>Students must develop the most effective and feasible combination of alternatives to address the issues identified.</p>	<p>Articulates and persuasively defends effective and feasible recommendations that address all the identified issues.</p>	<p>Articulates and effectively defends effective and feasible recommendations that address all the identified issues.</p>	<p>Lists and largely defends effective and feasible recommendations that address most of the identified issues.</p>	<p>Fails to list and/or defend effective and feasible recommendations that address most of the identified issues.</p>
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Organizational Change Plan Rubric

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

Graduate Organizational Change Plan Outline

- I. Introduction to Organization
- II. Executive Summary/Purpose/Goals
 - a. Include recognition of the need for change
 - b. Recognize need for a plan
- III. Analysis of the Broad/Remote Environment to Determine Opportunities and Threats
 - a. Socio-Cultural trends

- b. Technological advances
 - c. Economic factors
 - d. Political/Legal influences
- IV. Analysis of the Operating Environment to Determine Opportunities and Threats
- a. Direct industry rivals
 - b. Potential entrants
 - c. Viable substitutes
 - d. Customer and supplier bargaining power
- V. Internal Analysis
- a. Resources (in terms of strengths and weaknesses) to exploit opportunities and mitigate threats
 - b. Firm culture (risk aversion, people orientation, innovation, attention to detail, change averse)
 - c. Driving and Restraining Forces
 - d. Passive Resistance
 - e. Aggressive Resistance
 - f. Embracing the change
- VI. Actions/Steps/Events that will Establish a Sense of Urgency Given the Organizational Culture and the Firm's Environment
- a. Analyze current and/or future market and competitive realities
 - b. Identify the opportunities and/or threats driving the need for change
- VII. Actions/Steps/Events taken to Form a Powerful Guiding Coalition
- a. Identify the key players needed to advance a change effort
 - b. Define the selection, structure, and relational characteristics of the team
- VIII. Actions/Steps/Events to Create a Compelling Vision for Change
- a. Create a vision for directing the change effort
 - b. Determine point A (where the firm is currently) and point B (where the firm desires to go)
 - c. Develop a timeline for the change journey
- IX. Actions/Steps/Events to Effectively Communicate the Vision
- a. How will communication take place? In what format and communication channel? (i.e., in person, by e-mail, by division, by focus groups, publicly, privately, etc.) How often and/or on what timeframe?
 - b. Who will be involved? How will they be selected? How will they be involved?
- X. Actions/Steps/Events to Manage Resistance to Change
- a. Education and communication
 - b. Participation and involvement
 - c. Facilitation and support
 - d. Negotiation and agreement
 - e. Manipulation and co-optation

- f. Explicit and/or implicit coercion
- XI. Actions/Steps/Events to Empower Others to Act on the Vision
 - a. Removing systems or structures that hinder the change project
 - b. Encouraging risk-taking and nontraditional ideas
 - c. Identify key Elements Involved in the Change
 - 1. Staff Involvement
 - 2. Job-Work Flow
 - 3. Skill Sets/changes
 - Education/Training Needs
 - Policies and Procedures
 - Job Descriptions
 - Seminars/Lectures/Hands-on skills training
 - 4. Labor Needs
 - 5. Technology Needs
 - 6. Marketing Needs
 - 7. Emotional/Psychological Support
 - 8. Cost of Change
 - Re-tooling
 - Re-educating
 - Labor changes
- XII. Actions/Steps/Events to Plan and Create Short-term Wins
 - a. Create visible performance improvements
 - b. Acknowledge and reward employees involved in improvements
- XIII. Actions/Steps/Events to Consolidate Improvements and Produce More Change (i.e., advance the change project)
 - a. Use credibility from early successes to change additional systems/structures that do not fit the new vision
 - b. Develop employees/recruits who can implement the new vision
- XIV. Actions/Steps/Events to Institutionalize the New Approaches
 - a. Articulate the link between new behaviors/processes/structures and organizational success
 - b. Develop actions to ensure leadership development
- XV. Actions/Steps/Events to Reevaluate Change
 - a. Evaluate critical success factors as control measures
 - b. Analyze the environment to determine if point B is still appropriate