

MGMT 371: PRINCIPLES OF MANAGEMENT
Fall 2014

Instructor: Dr. Robert E. Ployhart
Office: 405J
Phone: 803-777-5903
E-mail: ployhart@moore.sc.edu
Class Hours: M/W/F 9:40PM-10:30PM
Room: Business School 122
Class Website: on Blackboard
Office Hours: M/W10:30-11:00 & 12:30-1:00; or by appointment

Vision for the Course

Envision this course as boot camp for managers and leaders of the new economy. When you are done with this course, you should be able to parachute into nearly any management situation, and with little or no preparation, succeed in it.

This is a learning-by-doing course. Your agreement to actively participate on a regular basis is a prerequisite for your enrollment in this class.

Purpose of the Course

This course provides an in-depth examination of modern management topics and practices. Current management challenges are first considered. The specific challenges covered are those that modern organizations find the most pressing and difficult. Next, theories and practices of management are evaluated in light of these current challenges. Finally, we consider tools helpful for managing such challenges by examining cutting-edge practices and research findings. Students should complete the course with:

- Knowledge of how the world of work is changing and the challenges these changes present to management.
- A comprehensive understanding of management best practices and how to apply these practices.
- An increased appreciation of management research and an enhanced ability to think critically.
- An increased ability to communicate in writing and orally.
- An ability to use technological resources to prepare reports and presentations.
- An increased ability to work collaboratively with others.
- An ability to present in a business setting persuasively and effectively.

Please recognize a critical aspect of this course is the evaluation and application of research-based findings. Therefore, we will spend considerable time discussing the implications of cutting edge research for management practice, as well as evaluate popular press readings in comparison to research-based findings.

This course is a mix of lecture, group discussion, and in-class competitive projects. With a class of this size and capacity, I expect considerable class discussion. I will not simply restate what is in the readings; *we* are going to discuss the readings with the expectation that you are already familiar with them. Thus, each member of the class should be an *active* participant. And finally, I expect you to think carefully and critically about the various issues. Be sure you are prepared before each class because I will call on people...and it is pretty obvious when someone hasn't read. Learning is a collective activity and is shared with others in the class.

Reading Material

Because this is a special topics honors class on cutting-edge management issues, many of the topics and findings discussed in this course have not yet been incorporated into textbooks. For this reason, all readings will come from journals, trade publications, and the internet. Most of the readings are recently published and provide the most up-to-date thinking on the various topics. Other readings are a bit older, but represent "classics" whose implications remain timeless. These readings will be accessed primarily through Blackboard. Assigned readings may be added/dropped as we proceed in the course, to best tailor the readings to the class' collective interests. You are responsible for ensuring you are current with the readings.

Course Assignments

Two Case Exams (20% each): There will be two case exams worth 20% each. The case exams will require you to analyze cases and provide recommendations. More discussion of these case exams will be provided at the appropriate time.

Group Project (30%): There will be a multi-week group project worth 30% of your grade. The project will involve working with those in the business community and will have real consequences. There are many subparts to the group project grade, including peer evaluations and leadership evaluations. More discussion of this group project will be provided at the appropriate time.

Class Briefing (15%): You will be randomly assigned into small groups to brief the class on a topic related to contemporary managerial issues. The group must conduct its own research on the topic and then provide an overview of the important issues, challenges, and possible solutions. It is expected these briefings will be of the nature given to a group of senior managers. Therefore, professionalism, appearance, and related factors will be critical.

Please note the presentation cannot simply present material covered in class readings. I need to review your presentation (or at least an outline) at least one week in advance of your presentation date (failure to do so will result in a 3% reduction in points). You must provide me with a copy of the slides and an executive summary of your presentation. More information on these briefings will be provided at the appropriate time.

Participation (15%): Class participation and collaboration is an important element of learning. In a class of this size, participation is critical. Many of our readings will be “open-ended” in nature, so there will be lots of opportunity for class discussion and such discussion will comprise the majority of class time. I will also have a number of in-class projects, both planned and spontaneous, that will require active participation. There will be impromptu presentations, action learning projects, challenges, and debates. Every student is thus expected to be an active participant in these class activities.

Obviously you must be present in class to contribute. Further, some of the projects you complete will be turned in and will contribute to your participation grade. If you have not read the material, are not prepared to discuss the material, are frequently late and/or absent, or disruptive in class, it will affect your participation grade. Likewise, even if you have good attendance but do not participate in class discussion, you will not obtain all participation points.

I follow the University’s policy on attendance. It states: “Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.” The policy may be viewed at <http://www.sc.edu/bulletin/ugrad/acadregs.html#class%20atten>

You may use the following scale as a guide for *classroom participation* behavior:

Full credit		Present at all classes; actively and constructively contributes to class discussion; always prepared and prompt; professional.
Partial credit		Shows up in class regularly but not perfect attendance (misses 2 classes); shows up late; never talks in class; sometimes unprepared; distracted by texting or browsing web; usually professional.
No credit		Frequently absent; disruptive in class; disrespectful to other students; excessive absences (more than 2 classes); always tardy; unprepared; excessive text-messaging; unprofessional; etc.

Grading

Case Exam 1:	20%
Case Exam 2:	20%
Group Project:	30%
Class Briefing:	15%
<u>Class Participation:</u>	<u>15%</u>
Total:	100%

Grades will be assigned according to the traditional cut-offs used at USC:

90-100	=	A
87-89	=	B+
80-86	=	B
77-79	=	C+
70-76	=	C
60-69	=	D
>59	=	F

MISSED EXAMS AND PROJECTS; REQUESTS TO RECONSIDER A GRADE

If you are unable to take an exam or complete an assignment during the scheduled time, you *must let me know before the test* in order to schedule a make-up exam, and *there must be a compelling reason*. If you do not tell me in advance, then no make-up exam will be given. The deadlines for group projects are known far in advance and there is no excuse for turning in a project late. Each day a project is late, half of a letter grade will be deducted.

I am always willing to reconsider a grade or scoring of a question(s). However, you have seven days from the time you receive the grade to make the request. No reconsideration of grades or scoring will occur after seven days has elapsed. When reconsidering grades, it is possible that the grade may be adjusted up or down, depending on the quality of the answer.

Absolutely no deviations from this policy will be tolerated. Although this policy may seem tough, it is the only fair way to grade. Everybody has the same expectations and will receive the same treatment. There will be no exceptions.

Instructional Materials on the Web

The class materials will be posted to Blackboard. Reading materials will be posted at least a few days before class. If there is an important announcement, I will be sure to email the entire class. I make frequent use of email, so please be in the habit of checking it regularly. Please note I also frequently post other course-relevant material that is timely (e.g., new government reports, rulings on court cases, news reports, etc.). Unless otherwise noted this material is not required for the course, but is posted only for your own interest and professional development.

Contacting Me

You are welcome to visit me during office hours, at your convenience, or you may schedule an appointment. Also note that even when I am not on campus, I check my e-mail on a regular basis (I try to respond to email messages within one day of when I receive them).

Course Schedule

Week of:		Topic	Deliverable
0	Aug 22	<i>Introductions & Overview</i>	
1	Aug 25 27 29	<i>The changed nature of work and management's role</i>	
2	Sept 1 3 5	<i>Globalization and Multiculturalism</i> No Class (Labor Day)	
3	Sept 8 10 12	<i>Diversity</i>	
4	Sept 15 17 19	<i>Knowledge management and the information economy</i> Guest Lecture	
5	Sept 22 24 26	<i>The creativity deficit</i> Potential Simulation Activity	
6	Sept 29 Oct 1 3	<i>The realities of work in the new economy</i> Potential Simulation Activity	
7	Oct 6 8 10	<i>Recruitment & hiring</i> Case Exam 1	
8	Oct 13 15 17	<i>Effective leadership & development I</i> Guest Lecture	
9	Oct 20 22 24	<i>Effective leadership & development II</i> Fall Break	

Week of:		Topic	Deliverable
10	Oct 27 29 31	<i>Groups & teams</i>	
11	Nov 3 5 7	<i>Culture & climate</i>	
12	Nov 10 12 14	<i>Creating effective organizations</i>	
13	Nov 17 19 21	<i>Lessons from</i> ...music ...the war on terror ...open (e.g., viruses & biology)	
14	Nov 24 26 28	...open (e.g., history) No Class (Thanksgiving) No Class (Thanksgiving)	
15	Dec 1 3 5	<i>Wrap up and integration</i> Case Exam 2	
	Dec 6	Reading day	
		Final Examinations	

Note: Like managers executing actual strategies, we may find that the course syllabus must be amended slightly as the semester progresses.

Preliminary Reading List

Wk	Topic
1	<p><i>The changed nature of work and management's role</i></p> <p>http://talentmgt.com/articles/6694-a-return-to-the-1960s-transformation</p> <p>http://www.shrm.org/Research/FutureWorkplaceTrends/Documents/13-0724%202014%20Panel%20Trends%20Report%20v4.pdf</p> <p>Skim (pay most attention to first 10 pages): http://www.shrm.org/Research/FutureWorkplaceTrends/Documents/13-0146%20Workplace_Forecast_FULL_FNL.pdf</p>
2	<p><i>Globalization and Multiculturalism</i> No Class (Labor Day)</p> <p>Earley, P. C., & Mosakowski, E. (2004). Toward cultural intelligence: Turning cultural differences into a workplace advantage. <i>Academy of Management Executive</i>, 19, 151-157.</p> <p>Gupta, A. K., & Govindarajan, V. (2002). Cultivating a global mindset. <i>Academy of Management Executive</i>, 16, 116-126.</p> <p>Summary of Global Challenges: http://www.shrm.org/about/foundation/products/Documents/Global%20TM%20Lit%20Review-FINAL.docx</p> <p>Hofstede Resources: http://geerthofstede.nl/dimensions-of-national-cultures & http://geert-hofstede.com/national-culture.html & http://geert-hofstede.com/dimensions.html (review each of the six types)</p> <p>CCL Globe Study: http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CB8QFjAA&url=http%3A%2F%2Fwww.ccl.org%2Fleadership%2Fpdf%2Fassessments%2FGlobeStudy.pdf&ei=YlrxU-HICqTMsQSQp4CYDg&usq=AFOjCNGoIkCP0Tg6JFJ-L6ZfbSfXYCANQ&bvm=bv.73231344.d.cWc</p> <p>FYI: GCTI Report (really long; just skim the front and then look at the US)</p>
3	<p><i>Diversity</i></p> <p>Groysberg, B., & Connolly, K. (2013). Great Leaders Who Make the Mix Work. <i>Harvard Business Review</i>, 91(9), 68-76.</p> <p>Jayne, M. E. A., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. <i>Human Resource Management</i>, 43, 409-424.</p> <p>Thomas, D. A. (2004, September). Diversity as strategy. <i>Harvard Business Review</i>, 98-108.</p>

4	<p>Knowledge management and the information economy</p> <p>Lombardo, M. M. and Eichinger, R. W. (2000), High potentials as high learners. <i>Human Resource Management</i>, 39: 321–329.</p> <p>Yahoo & Marissa Mayer: http://www.workforce.com/articles/20077-marissa-mayers-vision-for-innovation-appears-to-be-elimination; http://www.nytimes.com/2014/03/08/your-money/when-working-in-your-pajamas-is-more-productive.html?_r=0</p> <p>Surveillance: http://www.nytimes.com/2014/06/22/technology/workplace-surveillance-sees-good-and-bad.html?_r=0; http://techpageone.dell.com/business/wearable-devices-monitor-how-salespeople-talk/#.U_HqcWOOqgK</p> <p>Social Media: http://www.shrm.org/about/foundation/products/Documents/Social%20Media%20Briefing-%20FINAL.pdf</p> <p>Skim: Gallup Report (2013). State of the American Workplace.</p>
5	<p>Creativity deficit</p> <p>Florida, R. (2004, October). America’s looming creativity crisis. <i>Harvard Business Review</i>, 122-136.</p> <p>Florida, R., & Goodnight, J. (2005). Managing for Creativity. <i>Harvard Business Review</i>, 83(7/8), 124-131. http://blogs.hbr.org/2013/09/the-future-is-scary-creative-thinking-can-help/</p>
6	<p>The realities of work in the new economy</p> <p>Friedman, S. D. (2014). Work + Home + Community + Self. <i>Harvard Business Review</i>, 92(9), https://www.linkedin.com/today/post/article/20140727234557-13610262-so-you-re-not-up-at-5am-to-work-what-s-wrong-with-you-nothing?_mSplash=1 http://www.inc.com/magazine/201404/cait-murphy/skills-gap-in-the-labor-force.html http://www.forbes.com/sites/samanthasharf/2014/07/30/the-recession-generation-how-millennials-are-changing-money-management-forever/</p>
7	<p>Recruitment & hiring</p> <p>Ryan, A. M., & Tippins, N. T. (2004). Attracting and selecting: What psychological research tells us. <i>Human Resource Management</i>, 43, 305-318. http://www.shrm.org/about/foundation/products/Documents/1109%20Recruiting%20EPG-%20Final.pdf</p>

∞	<p><i>Effective leadership & development I</i></p> <p>Bennis, W. (2002). Learning some basic truisms about leadership. <i>National Forum</i>, 7, 12-15.</p> <p>Kotter, J. P. (1990). What leaders really do. <i>Harvard Business Review</i>, 68, 103-111.</p> <p>Zaccaro, S. J., & Banks, D. (2004). Leader visioning and adaptability: Bridging the gap between research and practice on developing the ability to manage change. <i>Human Resource Management</i>, 43, 367-380.</p>
9	<p><i>Effective leadership & development II</i></p> <p>Hill, L. A. (2004). New manager development for the 21st century. <i>Academy of Management Executive</i>, 18, 121-126.</p> <p>Mintzberg, H. (2004, November). Enough leadership. <i>Harvard Business Review</i>, 22.</p> <p>Raelin, J. A. (2004). Don't bother putting leadership into people. <i>Academy of Management Executive</i>, 18, 131-135.</p> <p>Ready, D. A. (2004, November). How to grow great leaders. <i>Harvard Business Review</i>, 93-100.</p> <p>http://www.shrm.org/about/foundation/research/Documents/Developing%20Lead%20Talent-%20FINAL.pdf</p>
10	<p><i>Groups & teams</i></p> <p>Hollenbeck, J. R., DeRue, D. S., & Guzzo, R. (2004). Bridging the gap between I/O research and HR practice: Improving team composition, team training, and team task design. <i>Human Resource Management</i>, 43, 353-366.</p>
11	<p><i>Culture & climate</i></p> <p>Romero, E. J. (2004). Are the great places to work also great performers? <i>Academy of Management Executive</i>, 150-152.</p> <p>http://www.shrm.org/about/foundation/products/Documents/2013%20Engagement%20Strategy-FINAL.pdf</p>
12	<p><i>Management's impact on organizational effectiveness</i></p> <p>Goodman, P. S., & Rousseau, D. M. (2004). Organizational change that produces results: The linkage approach. <i>Academy of Management Executive</i>, 18, 7-21.</p> <p>Kerr, S., & Landauer, S. (2004). Using stretch goals to promote organizational effectiveness and personal growth: General Electric and Goldman Sachs. <i>Academy of Management Executive</i>, 18, 134-138</p> <p>Krewitz, C. (2004). Happy employees and firm performance: Have we been putting the cart before the horse? <i>Academy of Management Executive</i>, 127-129.</p> <p>http://www.shrm.org/about/foundation/products/Documents/Perf%20Mgmt%20EPG-FINAL%20for%20web.pdf</p>

13	<i>Lessons from</i> ...readings <i>tba</i>
14	No Class (Thanksgiving) No Class (Thanksgiving)
15	<i>Wrap up and integration</i> readings <i>tba</i>

Note: You should expect the reading list to be edited as we go through the semester, to better serve students' interests and the flow of the course. Note that to the best of my knowledge, every link provided in this syllabus is freely available and open-access. If you find this to not be the case, then please contact me immediately.