2012

MGMT 500-01A Managerial Behavior and Skills

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XAXIER UNIVERSITY
College of Business Administration
Department of Management and Entrepreneurship

MGMT 500-01A – Managerial Behavior & Skills
Spring Semester 2012

Instructional Syllabus

Instructor: Dr. Arthur Shriberg
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Mail Box Location: 309 Smith Hall
Telephone (XU): 745-4371
Email: shriberg@xavier.edu
Office Hours: Tuesday 10-5pm and by appointment. Please call to find a mutually convenient time
Class Time: Tuesdays – 6:00 pm – 9:30 pm
Class Location: TBA

COURSE OBJECTIVES
This course will:

- Cover the theories, understandings and concepts relating to management, human resources and team building that are needed for MBA courses
- Use behavioral focus strategies to understand and improve personal, interpersonal, group and team skills and competencies required of an effective manager
- Assist students in understanding the role of ethics and diversity as an underpinning of all management activities

WILLIAMS COLLEGE OF BUSINESS MISSION STATEMENT
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

HOW THIS COURSE RELATES TO THE WCB MISSION:
Building and understanding of the role of personal effectiveness, communications, problem solving, motivation, performance management, power and influence, conflict and negotiations, change management, and building high performance teams directly relates to enabling students to improve themselves, their organizations, and society consistent with the Ignatian tradition

REQUIRED COURSE MATERIALS

TEXTBOOK:


Other course materials, assignments, and announcements will be given out in class and/or e-mailed to you.

CLASS ATTENDANCE AND PREPARATION
1. A person seeking to demonstrate their mastery of the concepts addressed in this course will attend all class sessions and actively participate in discussion.

2. In the rare and unavoidable event that a person must be absent from a class session, arrangements should be made to obtain lecture notes and handouts from another member of the class. Only one absence will be permitted for this semester.

3. For successful study, it is important that each person be well prepared for every class session. Prior to class time, assigned readings and activities must be completed if the learner wishes to gain an understanding of the concepts being addressed, to be in a position to raise pertinent questions, and to actively participate in discussion. Do not allow yourself to adopt a passive learning style.

4. Students are encouraged to ask questions, challenge each other and the instructor, and to reflect upon the material presented.

5. Classes will consist of lectures, small and large group discussions, videos, exercises, case analysis and presentations. Guest lecturers may be used.

6. Each student will complete assigned self-assessment tools. Students will work in teams to be used as a reference group for in-class discussions, presentations, and activities.

**GRADING**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>40</td>
<td>Management / Networking Interview Paper and Presentation</td>
</tr>
<tr>
<td>40</td>
<td>Evaluation of Your Organization - Paper and Presentation</td>
</tr>
<tr>
<td>60</td>
<td>Exam</td>
</tr>
<tr>
<td>60</td>
<td>Notebook (case analysis, inbox exercise, skills assessments, reflections, assignments, and other entries)</td>
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</tbody>
</table>

200 points

A = 186+  C+ = 155-159
A- = 180-185  C = 145-154
B+ = 174-179  C - = 140-144
B = 165-173  F = below 140
B- = 160-164

**Please note:** I grade both on an *absolute* and a *relative* basis. On an *absolute* basis, I look for how you answered or handled the specific assignment, etc. in terms of what was asked for. On a *relative* basis, I look for how your answer or assignment completion compares with your classmates, in terms of thoroughness, professionalism, creativity, etc.

The Managing/Networking Paper and Presentation, the Evaluation of Your Organization Paper and Presentation, and the Notebook are explained elsewhere. The Exam will consist of essay questions. More details will be given before the exam and sample questions will be distributed.

1. **MANAGEMENT / NETWORKING INTERVIEW (40 points)**

   *The presentation itself is worth 5 points of your total assignment grade and the paper is worth 35 points of the*
In order to understand the importance of interpersonal skills in the work environment, you will interview a manager/entrepreneur who is at a high enough level to have significant leadership responsibility for her/his organization (e.g., owner/founder, CEO/director, senior line manager or above etc.). Please use some (not all) of the following questions. You may and should include any additional questions that would add to the interview.

1. What significant changes have occurred in your organization the last decade, and what kind of leadership did it take to get the organization successfully through these changes? What should have been done differently?
2. What part do technical skills and interpersonal skills play in the success of your organization?
3. How diverse is your organization? Give us some examples of the diversity that exists in your organization. What problems and what benefits do you encounter with diversity in your organization?
4. What kind of diversity training do you do, if any, and describe it and its effectiveness.
5. How do you use teams in the organization? What do you see as the negatives and positives of teams?
6. When you are looking at people for key positions in your organization, i.e. leadership roles, what particularly do you focus on?
7. Describe the skills/attributes/characteristics of your most successful managers and leaders.
8. What part does interpersonal conflict play in the success or challenges for your organization? Do you believe that conflict is healthy or not in an organization? Explain. How do you train your people to deal with conflict?

Use this assignment to network. Choose a person associated with an organization you are personally interested in. (Some students have found jobs and received promotions in part from this assignment. Others have used it as an opportunity to speak with the CEO of their own company to help their career.) It is up to you how worthwhile this assignment is to the advancement of your own career.

This assignment includes both a paper and a 7-10 minute presentation to your sub-group.

The paper should include a written summarization of the project including:
1. Who you spoke with, title, company information, etc and his/her e-mail address
2. Reason for choosing this particular company and individual.
3. Key learnings and/or observations regarding the questions asked and responses received.
4. Whether you believe the company functions as the person interviewed said. Why or why not?
5. Is this a company you would like to work for? Why or why not?
6. Your view as to the leader’s style and effectiveness. Does she/he effectively apply the skills we study in this course? What is the basis for your conclusion?
7. Personal thoughts and reflections on the process.

Most students in the past have turned in a paper of about 8-10 double-spaced pages.

Grading on the paper will be based on:
1. How creatively and professionally you present the information on key learnings and related course concepts.
2. Organization and thoroughness of the paper.
3. Your response to the seven questions above.
4. Ability to describe the material critical to the paper and ability to delete material that added nothing to the paper.
5. Your analysis of the actual interpersonal skills of the interviewee (key learnings).

The presentation should consist of:
1. Information that will be valuable to the class based on questions and responses during interview
2. Material that will hold the class’s attention.
3. Visuals that will complement the information being presented. Please put the interviewees name, title, and e-mail address on the cover page of your report.
Grading on the presentation will be based on:
- How creatively and professionally your presentation was put together and presented to your group.
- Organization of the material and delivery.
- What concepts and information was presented that will be valuable to the class in the future.
- Creative/professional use of visuals.
- Ability to define the material critical to the presentation and ability to delete material that added nothing to the presentation.

2. EVALUATION OF YOUR ORGANIZATION PAPER AND PRESENTATION (40 points)
Choose your current workplace or one place where you have worked in the past and answer the following questions:

“Do you (have you) worked in a high performing organization. Is it (was it) a good place to work? What should the organization start, stop and/or continue doing?”

Use relevant materials from the course and especially chapter 8 and the concluding chapter of the course to write your answer to these questions and to prepare your presentation to your group.

The Guidelines for the Management Networking Interview Paper and presentation will also apply to this assignment.

3. SKILLS ASSESSMENT AND REFLECTIONS NOTEBOOK (60 points)
You will keep a notebook throughout the course that will prompt you to reflect on the management skills that you are learning and how those skills apply to you. The notebook can be a powerful tool for personal improvement and personal benchmarking. It is not intended to be kept like a diary of personal thoughts or feelings, but instead is designed to contain:

a. Assignments and assessments relating to each chapter or reading (see assignment calendar on the following pages)

b. New insights and knowledge gained from your readings, practices, and class experiences and your ideas on ways to apply what you are learning (Reflections)

Please organize your thin loose-leaf notebook according to classes and chapters, covered, with your responses to assignments and your journal entries organized by class (2-7). Each entry must be typed. (If you want to keep all the materials in a computer file and then turn in a hard copy to me that is fine) Please make at least one (1) reflective entry per week for a minimum of six (6) “regular” journal entries. In addition, by the 7th class, please add two (2) more “special” entries answering questions 4a, 4b. In other words when you turn your notebook in at the end of the 7th class, there should be a minimum of 6 “regular” notebook entries and 2 “special” entries for a total of 8. For most students, each entry averages about 1 typed page (double spaced).

Items you might want to consider in writing your weekly journal entries:

1. What are the scores on the assigned self-assessment instruments, and what do these scores mean to you in terms of managing or working with others effectively, or in terms of what interpersonal skill areas you should concentrate on for improvement? (I just need the scores, there is no need to retype questions.)

2. Review your assignments and material for your reflective comments. Discuss insights, learnings from these assignments.

3. What have you learned from the readings, exercises, or the class discussion that you can apply, what new insights do you have from the readings or class discussion, do you disagree with anything you have read or heard, and how/what can you apply from this week’s readings or class discussion to your own situation?

4. Two special entries in your notebook due at the final class: (these assignments, especially (a) can be completed before the last class).
   a. What did you learn from the small group presentations and from providing/receiving feedback with/from your peers? What did you learn from the PAMS process.
b. Overall, what have you learned from the course that you can readily apply? What interpersonal skills do you feel you have focused on during this seven (7) weeks, which need more work, and what are your plans for focusing on your interpersonal skills.

In the fifth class session, you can turn in your notebook for an ungraded instructor review. This will be your only time for an ungraded review. Your final notebook is due during the last class. It can be returned one week after the course ends.

**PAMS INSTRUCTIONS**

Please complete the PAMS (p. 34-37 of Handout) as early as possible in the semester and then ask a minimum of two (2) other people to complete the associate PAMS (p. 38-42 of Handout) and return it to you. We will discuss the PAMS in the 6th class.

**INBOX EXERCISE**

Please complete the INBOX - SSS Software In Basket Exercise (p. 56-62 of Handout)
Directions: Please allow yourself 2 and only 2 hours to complete the exercise. We will compare responses in class. Please follow these directions. Not the directions in the assignment itself.

For each of the items in the INBOX Exercise please answer the following questions:
1. How would you reply? (No reply, note to self for future action, call, e-mail, US mail, drop in their office, make an appointment, have staff review first, etc)
2. What would be the priority you would give to this item from 1 very important - 5 not at all important
3. Generally, what would be the content of your response? (Don’t give me a full letter just summarize key points)

The Inbox exercise will be discussed by the fifth class.

**SUB-GROUP ACTIVITIES**

Each student will make two presentations to his/her sub-group. The presentations will be a summary of their findings in the Management / Networking Interview and the Team Diagnosis exercise presented in a compelling and interesting manner. The subgroup will give the participant feedback and evaluate the presentations.

The class will be divided into sub-groups of three to four (4-5) students. Several exercises, cases, and activities will be done in the sub-group. In addition, students will be asked to give and accept peer evaluations. Each student will be asked to evaluate themselves and each of the students in their subgroup.

**GENERAL COMMENTS**

- This instructional syllabus is subject to change by class announcement.
- The material listed in the syllabus will be covered as time permits.
- The textbook and completed assignments for that day must be brought to each class session.

**WITHDRAWAL AND CHANGES**

Please note the relevant 2011/12 calendar dates and academic regulations as published by the University in its Catalog.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topics, Textbook Chapters And Readings</th>
<th>Pre-Class Assignments</th>
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</thead>
<tbody>
<tr>
<td>Class #1 January 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 1: Personal Effectiveness</td>
<td>• Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>• IB.3. How Satisfied Am I With My Job?</td>
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<tr>
<td>Class #2 January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 2: Communication</td>
<td>• Chapter 2</td>
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<td>• IA.2. What’s My Jungian 16- Type Personality?</td>
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<td></td>
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<td>• Sources of Personal Stress- Pg. 43 of Handout</td>
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<td></td>
<td></td>
<td>• II A.1. What’s My Face-to-Face Communication Style?</td>
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<tr>
<td>Class #3 January 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 4: Motivation</td>
<td>• Chapter 4</td>
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<td>• IC.1. What Motivates Me?</td>
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<td></td>
<td></td>
<td>• IC.2. What Are My Dominant Needs?</td>
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<td></td>
<td></td>
<td>• Life Balance Analysis - Pg. 44 of Handout</td>
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<td></td>
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<td>• IV B.1. Am I Engaged?</td>
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<td></td>
<td></td>
<td>• Self Evaluation of Leadership Functions (SELF) – Pg. 55 of Handout</td>
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<td>*No Class On January 31&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Class #4 February 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 6: Power &amp; Influence First Presentation and Paper</td>
<td>• Chapter 6</td>
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<tr>
<td></td>
<td></td>
<td>• II B.1. What’s My Leadership Style?</td>
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<td>• II C.2. What’s My Preferred Type Of Power?</td>
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<td>• II C.6. What’s My Negotiating Style?</td>
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<td>• IV E.4. Am I An Ethical Leader?</td>
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<tr>
<td>Class #5 February 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 8: Team Effectiveness and Diversity Conclusion: High Performing Teams</td>
<td>• Chapter 8</td>
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<td>• IC.8. What’s My Job’s Motivating Potential?</td>
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<td></td>
<td>• Leader Behavior Analysis II (Situational Leadership Inventory) Pg. 45-53 of Handout</td>
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<td></td>
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<td>• IV E.2 What is My Team Efficacy?</td>
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<td>• Inbox exercise completed – Pg. 56-62 of Handout (skip item 5)</td>
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<td>• White Privileges— Pg. 19-21 in Handout—Write a one page “reaction”</td>
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<td>• Groups Vs. Teams—Pg. 17&amp;18 in Handout</td>
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<tr>
<td>Class #6 February 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Chapter 7: Leadership Exam</td>
<td>• Chapter 7</td>
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<td></td>
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<td>• II B.1. What’s My Leadership Style?</td>
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<td>• II B.6. How Good Am I at Building and Leading a Team?</td>
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<td>• II A.2. How Good Are My Listening Skills?</td>
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<td>• PAMS completed – Pg. 34-42 of Handout</td>
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<tr>
<td>Class #7 February 28&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Experiential learning activity Second Paper and Presentation Notebook Peer Evaluations</td>
<td>• Turn in your Notebook (including 6 regular and 2 special entries)</td>
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<td></td>
<td>• Prepare to evaluate colleagues and class</td>
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</table>