MGMT 500-01A Managerial Behavior and Skills

Arthur Shriberg
shriberg@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/management_syllabi_fall_2012

Recommended Citation
Shriberg, Arthur, "MGMT 500-01A Managerial Behavior and Skills" (2012). Management Syllabi Fall 2012. 34.
https://www.exhibit.xavier.edu/management_syllabi_fall_2012/34
COURSE OVERVIEW AND OBJECTIVES

"The best companies now know, without a doubt, where productivity—real and limitless productivity—comes from. It comes from challenged, empowered, excited, rewarded teams of people. It comes from engaging every single mind in the organization, making everyone part of the action, and allowing everyone to have a voice—a role—in the success of the enterprise. Doing so raises productivity not incrementally, but by multiples."

Jack Welch, former Chairman and CEO, General Electric

This course will:

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

The primary objective of this course is to equip you with the interpersonal skills required to be an effective colleague, manager, and leader. It will help you understand the individual, group, and organizational factors that influence individual attitudes, behaviors, and experiences in the workplace. Topics include: personal effectiveness, motivation, power and influence, leadership, team effectiveness, conflict management, diversity, and organizational culture. No matter what career path you choose, an understanding of these topics will enable you to craft your own career and interact effectively with others in the workplace.

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


- *Strengths Quest*: You only need to purchase a 4 x 6 card with a code and instructions for the Gallup Strengths Finder instrument. Once you have the code, you access the instrument online using the instructions you will get with the code (the least expensive way to get the code, is to buy it from the Xavier bookstore). It is also included in a couple of books that are published by the Gallup Press with the words Strengths in their title. We are just going to use the instrument. The books include a lot of other commentary about the instrument.

- Materials for *MGMT 500- Management Behavior and Skills* will be given out in class.

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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Management / Networking Interview Paper and Presentation</td>
</tr>
<tr>
<td>50</td>
<td>Your 5 Top Strengths Paper and Presentation</td>
</tr>
<tr>
<td>40</td>
<td>Exam</td>
</tr>
<tr>
<td>60</td>
<td>Skills Assessment Notebook (including: the learning log and other assignments)</td>
</tr>
</tbody>
</table>

200 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>186+</td>
</tr>
<tr>
<td>A-</td>
<td>180-185</td>
</tr>
<tr>
<td>B+</td>
<td>174-179</td>
</tr>
<tr>
<td>B</td>
<td>165-173</td>
</tr>
<tr>
<td>B-</td>
<td>160-164</td>
</tr>
<tr>
<td>C</td>
<td>155-159</td>
</tr>
<tr>
<td>C-</td>
<td>145-154</td>
</tr>
<tr>
<td>C</td>
<td>140-144</td>
</tr>
<tr>
<td>F</td>
<td>below 140</td>
</tr>
</tbody>
</table>

*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 PAPER & PRESENTATION (50 points)**

   *The presentation itself is worth 5 points of your total assignment grade and the paper is worth 45 points of the total grade.*

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. YOUR 5 TOP STRENGTHS PAPER AND PRESENTATION (50 points)
In this paper and presentation, you will describe how you currently utilize your 5 top strengths in your daily interactions with various teams and groups and any changes you wish to make to maximize the impact and leverage the strengths that you possess. You will also describe two “strengths” that are challenges for you and how you currently deal with these challenges and any changes you wish to make to minimize the impact of these challenges or to develop more competencies in these areas.

I assume most students will turn in a paper of about 8-10 double-spaced pages.

The Guidelines for the Management Networking Interview Presentation will also apply to this presentation to your team.

3. EXAM (40 points)
The exam will be closed book and will be given in a computer lab. It will consist of 6-7 essay questions (you will be asked to answer 4). The purpose of the exam is to ensure that students have read the assigned materials and are able to apply the concepts discussed in the materials and class sessions to their daily lives. A sample exam will be sent to the students before the 3rd class and more information about the exam will also be discussed at that time.

4. SKILLS ASSESSMENT 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. Skills assessments relating to each chapter or reading (see assignment calendar on the following pages)

Please organize your thin loose-leaf notebook according to classes and chapters, covered, with your responses to all assignments organized by class (2-7). If you want to keep all the materials in a computer file and then turn in a hard copy to me that is fine.

   b. Learning Logs are an opportunity for you to reflect on the management skills that you are learning and how those skills apply to you. Reflection often works best using a journal, so that patterns in thoughts, behaviors, and reactions become visible. The more you elaborate on the ideas that you are learning in this course, the better your understanding of the material and your ability to remember what you have learned. By reflecting on what you are learning, you make sense of it and make it your own. The learning log can be a powerful tool for personal improvement and personal benchmarking.

Your learning log will contain:
- One (1) reflective entry per class session for a minimum of six (6) “regular” log entries (see below for guidance regarding the content of your entries). Each regular entry should be about 1-2 typed pages double spaced.
• One (1) final, “comprehensive” log entry (see below for content for this entry). The comprehensive entry should be about 3-5 typed pages double spaced. It will be based on your own analysis as well as feedback from another individual (see details below).

Please organize your learning log according to classes and chapters covered, with your log entries, self-assessment results, and responses to assignments organized by class (1-7). Each entry must be typed. All entries in the learning log should be dated and have a title (e.g., the class session/topic that the entry is about).

**Guidance to consider for your log entries for each class session (1-2 pp.):**

1. Refer to your scores on the assigned self-assessment instrument(s). 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?

2. Reflect on the reading material, exercises, and the team/class discussion for that class session. In doing so, you might choose to discuss any number of ideas in your log (the below list is to spark your thought; you are not required to discuss each bullet point below in each entry). For example:
   a. A main idea from the reading or class discussion and why you think it is important
   b. A strong positive or negative reaction to class material and an explanation of that reaction
   c. A reason for disagreeing with the authors of our text or an article we read
   d. A comparison and/or contrast of some material with other material or with prior knowledge
   e. A prediction based on theory or evidence that has been presented in our readings
   f. A question generated as a result of our readings or class discussion (and how you might explore that question)
   g. A description of a personal experience that relates to our readings or class discussion
   h. A discussion of how you can apply what you learned to your work, school, or life in general

**Instructions for the comprehensive log entry (3-5 pp.):**

Overall, what have you learned from the course that you can readily apply? With respect to managerial skills, what do you believe are your strengths? What are your areas of improvement? Discuss specific action plans that will help you to leverage two (2) strengths and improve on one (1) managerial skill that you believe will be important for your professional future.

The comprehensive log entry will be based on two sources of information:

1. *Your own analysis* of yourself and what you have learned in the course based on your self-assessment results, readings, class exercises and activities, reflection, etc.
2. *Feedback from another individual*. Meet with someone who knows you well and will give you honest feedback. Discuss with this person their perception of your three most important strengths and your three most important weaknesses and how these influence your effectiveness.

**Evaluation Criteria**

**Learning Log:**

- **Content and Analysis.** Student demonstrates an ability to engage in self-reflection, an understanding of how their attitudes and behaviors impact themselves and others, and an ability to plan for self-development. Appropriate use and integration of course concepts and materials to support reflection and discussion. Entries are insightful, thoughtful, original, and well-developed.

- **Organization and professionalism.** The paper should have a logical structure and flow; ideas should be clearly presented; headings should be used to organize material where appropriate; transitions between sections should be smooth; spelling and grammar should be accurate; the tone of the paper should be appropriate for the audience. Log adheres to format and page guidelines.

- **Completeness.** The learning log should contain all required components (i.e., six “regular” entries, one “comprehensive” entry, all self-assessment results, and other required assignments as specified on the course schedule).
In the fourth and 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.

**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 2012/13 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>
</tr>
</thead>
</table>
| **Class #1**      | Chapter 1: Organizational Behavior & Your Personal Effectiveness | Chapter 1  
  What is my Emotional Intelligence Score?  
  What is my basic personality? |
| August 21st       | Chapter 2: Managing Stress and Time  
  Chapter 5: Communication | Chapter 2  
  Sources of Personal Stress- Pg. 43 in Handout  
  Life Balance Analysis - Pg. 44 in Handout  
  What is my face-face communication style?  
  How satisfied am I with my job? |
| **Class #2**      | Chapter 4: Making Ethical Decisions  
  Strengths Finder Assessment | Chapter 4  
  Self-Evaluation of Leadership Functions (SELF) – Pg. 55 in Handout  
  What are my dominant needs? |
| August 28th       | Chapter 13: Culture and Diversity  
  First Presentation and Paper | Chapter 13  
  White Privileges— Pg. 19-21 in Handout—Write a one page “reaction”  
  What is the right organizational culture for me? |
| **Class #3**      | Chapter 6: Motivating Others  
  Chapter 8: Using Power and Influence | Chapter 6  
  How power oriented am I?  
  How good am I at building and leading a team?  
  What motivates me?  
  Leader Behavior Analysis II (Situational Leadership Inventory) Pg. 45-53 of Handout |
| September 4th     |                                        |                       |
| **NO CLASS**      |                                        |                       |
| September 25th    |                                        |                       |
| **Class #6**      | Chapter 9: Leading Others  
  Chapter 10: Team Effectiveness Exam | Chapter 9  
  PAMS completed – Pg. 34-42 in Handout  
  Groups Vs. Teams—Pg. 17&18 in Handout  
  What kind of leader am I? |
| October 2nd       |                                        |                       |
| **Class #7**      | Experiential learning activity  
  Second Paper and Presentation Notebook  
  Peer Evaluations | Turn in your Notebook (including 6 regular and 2 special entries)  
  Prepare to evaluate colleagues and class |