

MGT 370 MANAGEMENT SKILLS

California State University Northridge

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Class: Juniper Hall 1208 Week of Jan. 21 – Week of May 12
My Office: Juniper Hall 4225 Office Hours: Tuesdays 11-12, Thursdays 5-6
Tuesday – Thursday Section 2:00 – 3:15 Thursday Evening Section 7:00 – 9:45
This syllabus will change in order that the course may better serve students' learning needs. This is Version 4.

CATALOGUE COURSE DESCRIPTION

MGT 370. MANAGEMENT SKILLS DEVELOPMENT (3) Prerequisite: MGT 360. BUS 302/L is a prerequisite for BSBA majors. A presentation of major concepts of the behavioral sciences that apply to the management of organizations. Focus is on understanding factors and developing skills that affect the behavior and ultimately organizations.

LEARNING OBJECTIVES

Upon completion of this course, you should:

1. Understand core concepts and increase your skills in the following areas:
 - *Personal Skills*, which include developing self-awareness; managing personal stress; & solving problems analytically and creatively
 - *Interpersonal Skills*, which include building relationships by communicating supportively; gaining power and influence; motivating others, & managing conflict
 - *Group Skills*, which include empowering and delegating; building effective teams and teamwork; & managing change
2. Be able to listen actively and empathically
3. Be able to communicate assertively
4. Know how to practice evidence based management
5. Create professional and persuasive presentations.

REQUIRED READING

Whetten & Cameron. (2007). *Developing Management Skills*, (7th ed.) Upper Saddle River, NJ: Prentice-Hall.

Access Code Card (for Online Assessments) ISBN 0132307278. This comes free with the Whetten and Cameron textbook or can be bought separately for approximately \$40.

Pfeffer, J. & Sutton, R. I. (2006). *Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence-Based Management*. Boston, MA: Harvard Business School Press.

Garr Reynolds Presentation Tips

<http://www.garrreynolds.com/Presentation/index.html> Go through the whole

website, including the pages: Organization & Preparation Tips, Delivery Tips, Slide Tips, Download Handout, and Samples & Tutorials. In Samples & Tutorials, be sure to read Sample Slides and Sample Slide Animation.

Atkinson, C. & Mayer, R. E. (2004). Five ways to reduce PowerPoint overload.
http://www.sociablemedia.com/PDF/atkinson_mayer_powerpoint_4_23_04.pdf

Other readings will be on the library's electronic reserve website or in its article databases. The password for electronic reserve for this course is 4173.

ASSIGNMENTS

1. Participation

As this course focuses on developing skills, class attendance and participation are vital. Your grade will be based on your active participation in class discussion, how thoroughly you completed the readings, the quality of your discussion question, involvement in the exercises, skill performance improvement, attendance, and how well prepared you are to participate in learning activities (such as case discussions). Sometimes this includes filling out and scoring questionnaires. All absences from class must be discussed with me. More than one absence will substantially lower your participation score. Late work will be accepted only by arrangement.

2. Readiness Assurance Tests

Each Readiness Assurance Test (RAT) will cover chapters from the textbook, **before they are discussed in class**. This ensures that you are ready to use the ideas in the text to analyze cases and participate in exercises during the week each topic is assigned. The Readiness Assurance Tests will contain multiple-choice questions, short essay, fill in the blank, and other questions. At the completion of each Readiness Assurance Test, you will retake the Readiness Assurance Test in small groups. All members of your group will receive the same score. Each group Readiness Assurance Test is worth half the number of points as your individual Readiness Assurance Test. Readiness Assurance Tests are cumulative. The second test will include topics covered in the first one, the third will include items about topics covered in the first and second test, and so on.

Notes. A review of the research on teaching (Marzano, Pickering, & Pollock, 2001) has shown that the instructional method that has second most powerful impact on student learning is summarizing and note-taking. To encourage you to do this, you can bring in one page of handwritten (in pencil) notes for each individual Readiness Assurance Test. You will hand in the notes with the individual Readiness Assurance Test. Group Readiness Assurance Tests will be taken without notes.

Concept Maps. You can bring concept maps to your individual Readiness Assurance Test. Put it on the back side of your notes. Scientific research on learning has shown that an effective way to increase comprehension is to take a concept that you learned one way (say reading) and present it in a different way (say visually, using a graphic). Also, in order to create a concept map of a reading, you have to ask yourself, 'What are the most important concepts' and 'What is the relationship between these concepts.'

You will want to revise your concept maps and notes as you refine your understanding of the topic, in order to prepare for the final exam.

3. Evidence-Based Management Presentations

Evidence-based management is something that is crucial to successful management and is a uniquely good fit with the mission of a university. It takes the educational tradition of critical thinking and applies it to everyday management decisions. Presentations are ten minutes. Each group will make two presentations. They will be due throughout the semester. This assignment is based on similar assignments by Robert Sutton and Denise Rousseau.

Present a situation where evidence-based management would improve decision making. Explain why an evidence-based approach would make a difference. The situation can be from the news or from your experience in the workplace. Do not use any situations already discussed in any writings by Pfeffer or Sutton, or from www.evidence-basedmanagement.com. Your grade is based on how well you apply the principles of evidence-based management.

This is a team assignment. Your team will make a presentation of your findings. The slides and handouts should reflect the presentation design principles presented in *Garr Reynolds Presentation Tips* and Atkinson & Mayer's "Five ways to reduce PowerPoint overload." The grade is based on the content of the presentation and the quality of presentation skills that were demonstrated.

Not rehearsing is one of the most common problems with presentations, both on campus and in the world of work. To help your group avoid that, I am asking that when a presentation, the presenting group hand me a copy of an audiocassette or CD with MP3 files that contains recordings of two dress rehearsals of your presentation.

4. Papers

You will write two short papers on different topics:

1. Active Listening
2. I-Messages

You will email the Active Listening and I-Message papers to two other people in your group. They will write feedback about the paper, using a form I will provide, and discuss it with you in class. You will then revise the paper and hand it in, with your colleagues' comments attached. Half of the grade comes from the paper's content and half from the writing.

Active Listening. One of the satisfying things about a course in management skills is that you can often apply what you have learned immediately. This assignment encourages you to do exactly that. Go out and do some active listening, describe what you did and then describe what happened. Evaluate your active listening in terms of the outcomes. To do this, answer the following eight questions

1. What do the readings predict will happen when I use active listening?
2. What, in detail, did I do in my attempt to do active listening?
3. Did I engage in any roadblocks?
4. Did I reflect what the other person said?
5. Did I articulate and reflect the feelings of the other person?
6. What happened as a result of my active listening?

7. Did the active listening make things better?
8. Did the active listening achieve what the book said it would do?

This paper doesn't need to be long—between one and two pages is fine. Make sure you cite the reading you've done on active listening. You are graded on how well you analyze the conversation and writing, not how empathic you are.

I-Message. Think of a situation in your life where you would like to use a confrontive I-message or two. Plan the three part I-message, deliver it and write about how it went. You don't need to tape and transcribe your conversation. You should, however, include the *exact words* you used in the I-message. Papers that do not contain the exact quotation will not receive credit, because I can't evaluate your I-message unless I know what it was. Explicitly identify the parts of your I-message (neutral description of the behavior, feelings, consequences, etc.) Evaluate your I-message in terms of the characteristics of a good I-message and in terms of its outcomes. This paper should be short—between one and two pages. To do this, answer the following six questions

1. What do the readings predict will happen when you use your I-message?
2. What was the I-message you gave? Use the exact words.
3. How good was your I-message? That is, was the description of the other person's behavior neutral or judgmental? What was the feeling you mentioned? What consequences did you mention in your I-message?
4. Did you "shift gears" to active listening afterwards?
5. What happened as a result of your using an I-message? Did the I-message make things better?
6. Did it accomplish what the book said it would?

Writing Consultants at the CSUN Learning Resources Center

Students who need help in writing may be asked to work with a writing consultant at the CSUN Learning Resources Center. Actually, all students can benefit to working with a CSUN Writing Consultant on all their papers. You can visit the center in person, as a group, or send in your paper in advance and have a phone appointment. Some students with busy work schedules choose to do this and have a phone appointment during their lunch hour. If you plan to work with a Writing Consultant, be sure to reserve an appointment as far in advance as you can. Sometimes the Writing Center's schedule fills up. If the regular schedule is busy, look into the virtual writing center held on Sunday evenings.

GRADES AND HONESTY

Grades

Participation (Attendance, Self Assessments, Discussion, etc.)	160
Readiness Assurance Tests (15 at 30 pts. each)	450
Evidence Based Management Presentations (2 at 95 pts. each)	190
Papers (2 at 100 pts. each)	200
TOTAL	1000

1000	Max.	867	B+	767	C+	667	D+
933	A	863	B	763	C	663	D
900	A-	800	B-	700	C-	600	D-

Academic Honesty

The University policies on academic honesty apply to this course. Please review these policies in your student handbook. Any cheating or plagiarism will result in severe penalties in accordance with University policy (see the University Catalog for a complete discussion). This includes, but is not limited to: cheating on exams and plagiarism (presenting other people's ideas as your own. This includes turning in a paper that contains any non-referenced writing other than your own work, including modified/ resorted/pasted pieces from another's paper or the web). If you are thinking of including something in a paper and you aren't sure whether it constitutes plagiarism, please contact me by phone or email.

COURSE SCHEDULE

Week 1	Introduction	<i>Week of Jan. 21</i>
Reading		
	Garr Reynolds Presentation Tips (<i>web</i>)	
	Atkinson & Mayer's "Five ways to reduce PowerPoint overload." (<i>web</i>)	
	Pfeffer & Sutton: Ch. 1 Why Every Company Needs...	
	Pfeffer & Sutton: Ch. 2 How to Practice Evidence-Based Management	28
	(Gibbs, 1990) Excerpt from <i>Dancing With Your Books</i> (<i>e-reserve</i>)	34
Week 2	Ch. 6 Motivation	<i>Week of Jan. 28</i>
Due		
	Readiness Assurance Test on Readings for Weeks 1 and 2	
Reading		
	Ch. 6 Motivation	
	Pfeffer & Sutton: Ch. 5 Do Financial Incentives Drive Company...	26
Week 3	Ch. 5 Power and Influence	<i>Week of Feb. 4</i>
Due		
	Readiness Assurance Test	
	Self Assessments	
	Evidence-Based Management Presentation (Group 1)	
Reading		
	Ch. 5 Power and Influence	
	(Gordon, 2001) Getting Your Everyday Needs Met (<i>e-reserve</i>)	
	Pfeffer & Sutton: Ch. 8 Are Great Leaders in Control of Their...	
Week 4	Facilitating Effective Teams & Meetings	<i>Week of Feb. 12</i>
Due		
	Evidence-Based Management Presentation (Group 2)	
	Readiness Assurance Test	
	I-Message Paper	
Reading		
	(Doyle & Straus, 1993) Ch. 5 A Summary of... (<i>e-reserve</i>)	5
	(Doyle & Straus, 1993) Ch. 6 ...A Good Facilitator (<i>e-reserve</i>)	28
	Pfeffer & Sutton: Ch. 6 Strategy is Destiny	24
	Supplement C: Conducting Meetings	
Week 5	Ch. 9 Building Effective Teams	<i>Week of Feb. 19</i>
Due		

(Gordon, 2001): Ch. 12 Some Deeper Issues for Leaders (*e-reserve*)
 (R. Boyatzis, McKee, & Goleman, 2002) Reawakening Passion for Work
 (*e-reserve*)
 (McCormick, 1994) Spirituality in the Workplace (*databases*)
 (Schein, 1996) Career Anchors (*databases*)

Week 12 **Ch. 9 Managing Change** *Week of Apr. 7*

Due

Readiness Assurance Test
 Evidence-Based Management Presentation (Group 3)

Reading

(Abrahamson, 2000) Change Without Pain (*e-reserve*)
 (Beer & Nohria, 2000): Cracking the Code of Change (*databases*)
 (Kotter, 1995) Leading Change (*e-reserve*)
 (Duck, 1993) Managing Change (*e-reserve*)
 Pfeffer & Sutton: Ch. 7 Change or Die?

Week 13 **Ch. 2 Stress** *Week of Apr. 14*

Due

Evidence-Based Management Presentation (Group 4)
 Self Assessments
 Readiness Assurance Test

Reading

Ch. 2 Stress
 Pfeffer & Sutton: Ch. 3 Is Working Fundamentally Different from... 28

Week 14 **Stress and Mindfulness** *Week of Apr. 21*

Due

Readiness Assurance Test

Reading

(R. E. Boyatzis & McKee, 2005) Ch. 6 Mindfulness (*e-reserve*) 35
 McCormick: Mindfulness in the Workplace (*e-reserve*) 12
 (Hallowell, 2005) Why Smart People Underperform (*e-reserve*) 8
 (Goleman, 2006) Ch. 4 The Inner Rudder (*e-reserve*) 24
 79

Week 15 **Ch. 3 Analytic & Creative Problem Solving** *Week of Apr. 28*

Due

Evidence-Based Management Presentation (Group 5)
 Self Assessments
 Readiness Assurance Test

Reading

(Sutton, 2001) The Weird Rules of Creativity (*e-reserve*)
 Ch. 3 Analytic & Creative Problem Solving
 Pfeffer & Sutton: Ch. 4 Do the Best Organizations Have the Best...

Week 16 **Ch. 4 Supportive Communication** *Week of May 5*

Due

Readiness Assurance Test
 Self Assessments
 Peer Evaluation of Team Members

Reading

REFERENCES

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- Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.
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- Schein, E. H. (1996). Career anchors revisited: Implications for career development in the 21st century. *The Academy of Management Executive*, v10(n4), p80(89).
- Sutton, R. I. (2001). The weird rules of creativity. *Harvard Business Review*, 79(8), 94.