

Using Emotional Intelligence in the Planning and Implementation of a Management Skills Course

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This paper describes the planning and implementation of a management skills course for Doctor of Pharmacy students designed to foster their emotional intelligence. Emotional intelligence encompasses both personal and social competency (Goleman, 1998). Personal competence has to do with the ability to manage oneself, the ability to control one's emotions, and the ability to motivate oneself. These include such characteristics as self-confidence, knowing one's strengths and weaknesses, self-control of emotions, trustworthiness, initiative, commitment, optimism and accountability for one's own performance.

A review of emotional intelligence and its relationship to performance is discussed; then, a description of the planning and implementation of the management skills course is discussed, along with a description on how students were assessed. In addition, student feedback about the course is included. Results indicate that students' emotional intelligence appeared to increase as a result of the management skills course.

Keywords: Emotional intelligence; Management skills; Planning; Implementation; Assessment

INTRODUCTION

As the pharmacy profession moves inexorably closer to a patient-focused paradigm, graduating pharmacists who are competent managers of both their patients' drug therapy and pharmacy personnel is critical for the profession to fully realize the reality of this paradigm. A question that schools of pharmacy may ask is, "Can we do more to increase the probabilities that students will develop into good managers?" After an examination of the management literature, it was felt that developing students' emotional intelligence along with their cognitive

intelligence may increase the chances of graduating pharmacists who are better managers of their patients' drug therapy, as well as of pharmacy personnel. One way to do this is to incorporate a management skills component into pharmacy curricula. Thus, this paper describes the planning and implementation of a management skills course designed to foster pharmacy students' emotional intelligence. The rationale for doing so is explained elsewhere (Latif, 2002). Emotional intelligence encompasses both personal and social competency (Goleman, 1998). Personal competence has to do with the ability to manage oneself, the ability to control one's emotions, and the ability to motivate oneself. These include such characteristics as self-confidence, knowing one's strengths and weaknesses, self-control of emotions, trustworthiness, initiative, commitment, optimism and accountability for one's own performance.

Social competence relates to the extent one can demonstrate empathy as well as one's social skills regarding others. Social competence is evident in individuals through such qualities as showing interest in and concern for others, recognizing and responding to customer needs, valuing diversity, influencing others, and effective listening and communication.

This paper is organized as follows. First, a review of emotional intelligence and its relationship to performance is discussed; along with a brief discussion and rationale for using a management skills model for developing it in pharmacy students. Next, a general description of the management skills course and its implementation are described. Finally, student and course assessments are provided and discussed.

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EMOTIONAL INTELLIGENCE

Previous research has demonstrated that effective managers and leaders have one salient commonality: they have a high degree of emotional intelligence (Salovey and Mayer, 1993; Goleman, 1995; 1998). Salovey and Mayer (1993) defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking. Goleman (1998) describes emotional intelligence as "about 24 social and emotional abilities that previous research has shown to be linked to successful performance in the workplace." These abilities can be grouped into five core areas: self-awareness, self-regulation, self-motivation, social awareness and social skills.

Self-awareness is the first component of emotional intelligence (Goleman, 1995; 1998). It revolves around a deep understanding of one's strengths, weaknesses, emotions, needs and drives. Individuals who are high on self-awareness are neither overly optimistic nor overly pessimistic. They are aware of how their feelings affect them, their job performance and others. For example, a student who is cognizant that a tight deadline for school projects brings out the worse in him will be sure to do the projects early.

A self-aware pharmacist will not take a job that is tempting financially if it does not fit with his principles and long-term goals. For example, people who took a job primarily for the financial rewards might regret it a few years later if it is not consistent with their long-term goals and principles. On the other hand, self-aware individuals often require that work be consistent with their values; thus there is a greater likelihood that they will be motivated and energized to perform at a high level.

Self-regulation revolves around impulse and behavior control (Goleman, 1995; 1998). The ability to control or redirect disruptive impulses or moods is the hallmark of someone highly self-regulated. Emotions such as anger are examples of this component of emotional intelligence. A pharmaceutical president who just witnessed a rejection of his company's drug from the United States Food and Drug Administration might be tempted to pound the table and shout at his executives. However, if he had the ability of self-regulation, he would pick his words carefully, acknowledge the company's poor performance and suspend judgment regarding blame. He would reflect on the reasons for the failure. Was it lack of effort? Was it beyond the company's control? What was his role in the failure? Only after this reflection would the president present his analysis and solution to the situation.

Motivation is critical to success in almost every field of endeavor (Goleman, 1995; 1998). Highly motivated people are often driven to achieve for

intrinsic reasons (e.g. "I went into pharmacy to help people adhere to their medications"). Additional hallmarks of this component include an optimistic nature (but realistic), initiative, and one who sets goals and monitors his or her progress toward those goals.

Empathy is the ability to understand and relate to other people (Goleman, 1995; 1998). Hallmarks of empathy include effective listening, being attentive to emotional cues, understanding of different perspectives, and a sense of how others' feel in situations.

Social skills refers to an ability to move people in the desired direction, whether that is agreement on a new hospital service or patient adherence (Goleman, 1995; 1998). Social skills pertain to a proficiency in managing relationships, an ability to excel at conflict management, and an ability to build *rappor*t among peers and subordinates. Socially skilled people have an ability to find common ground with a diverse array of individuals.

Emotional intelligence appears to be a desired skill in the patient care environment because having the ability to detect and to manage emotions would seem to be an essential skill when interacting with patients (Bellack, 2000; Elam, 2000). Perhaps pharmacists with a high level of such skills as empathy, self-regulation and interpersonal skills would have a greater impact on both organizational performance and patient adherence with medications compared with those pharmacists low on these skills. Indeed, several members of the health community have questioned the heavy reliance in medical education on the biomedical model and have suggested that medical school curricula be modified so as to emphasize and assess students' emotional intelligence (Spooner, 1990; Inui *et al.*, 1998). Carrothers *et al.* (2000), developed and pilot tested a 34-item semantic differential instrument for measuring medical school applicants' emotional intelligence. The authors concluded that the instrument was able to measure components of emotional intelligence.

Planning the Course

The major goal of the management skills course was to teach pharmacy students requisite managerial skills to develop their emotional intelligence. "Skills" imply that one can develop and improve upon them. For example, clinical skills can be developed and improved upon by learning the skill, discerning between good and poor behavior through case studies, practicing clinical skills through experiential exercises such as standardized patient assessments, and apply clinical skills on fourth year rotations. However, it must be recognized that practice without the requisite conceptual knowledge is not optimal. Thus, developing requisite management

skills should include both conceptual learning and behavioral practice (Whetten and Cameron, 1983; 2002).

One approach that has been shown to be effective in helping students to develop and improve their management skills is based on social learning theory (Bandura, 1977; Davis and Luthans, 1980; Porras and Anderson, 1981; Kolb, 1984). This approach is widely used in supervisory training programs, executive education programs, and corporate training universities in the United States (Cameron and Whetten, 1983; Whetten and Cameron, 2002). A major component of social learning theory focuses on changing behavior through a modeling process (Porras and Anderson, 1981). This is an extension of operant conditioning in that it assumes behavior is a function of consequences. However, it also posits that individuals learn through both observation and direct experience. Thus, social learning theory combines both cognition and behavioral work by meshing rigorous conceptual knowledge with practice and observation (Porras and Anderson, 1981). The theory states that much of what people learn comes from watching and emulating the behavior of models such as parents, teachers, peers, television and supervisors, among others. For example, a large distributor of medical supplies to physicians' offices utilizes social learning in training its sales representatives (Robbins, 2001). After a one week orientation program, new employees spend 12 weeks in the field with veteran sales representatives to learn about the job and what is expected. After the field training, the representatives attend work shops at the home office to develop the skills they observed in working with their veteran sales models.

Based on an examination of the business literature on management skills, a course based on social learning theory was chosen as the vehicle to increase students' emotional intelligence. According to Whetten and Cameron (2002), one useful way of incorporating social learning theory concepts into a management skills training program comprises five components. Table I describes the model. The first component is skill assessment. Students must be

aware of their level of skill competency. This is critical to the self-awareness component of emotional intelligence. They must also be motivated to improve upon it if they are to benefit from the course. From an anecdotal perspective, people often get little feedback as to their skill level. In the work place, this feedback might be given only once a year in the form of a performance evaluation. For students, it might come in the form of a mid-term and final course grade. The problem with both forms of assessment is that they are often too narrow in scope and may fail to assess competency in critical skill areas. Therefore, in order to help a student understand what skills to improve and why, skill assessment is a necessary component of management skills development. Additionally, because people are generally resistant to change behavior, an assessment instrument may increase the likelihood of behavioral change by illuminating their strengths and weaknesses. As such, assessment activities such as self-evaluation instruments and case studies help students identify which skills need to be improved.

A second component in the proposed management skills model is skill learning. It is imperative that behavioral principles have an empirical grounding in social science theory and that the results are reliable (as opposed to common sense generalizations and simple prescriptions for management success). In other words, empirically tested principles should take precedence over anecdotal or opinion data (Latif, 2002; Whetten and Cameron, 2002). The objective is to provide students with sound rationale for behavioral principles. These principles serve as a foundation for subsequent practice and application activities. As such, a lecture–discussion format may be best for presenting the skill learning component.

The third component of the model is skill analysis (Latif, 2002; Whetten and Cameron, 2002). Whereas skill assessments might utilize survey instruments to assess current skill levels, and skill learning might use a lecture–discussion format to teach students, skill analysis is best demonstrated through the use of cases. Cases can illustrate both effective and ineffective applications of behavioral principles.

TABLE I A model for developing managerial skills*

	Components	Contents	Objectives
1.	Skill assessment	Survey instruments, role-play	Assess current level of skill competence; create readiness to change
2.	Skill learning	Written text, behavioral guidelines	Teach correct principles with rationale
3.	Skill analysis	Cases	Provide examples of appropriate and inappropriate behavior
4.	Skill practice	Exercises, simulations, role-play	Practice behavioral guidelines, adapt to personal style and receive feedback and assistance
5.	Skill application	Assignments	Transfer classroom learning to real-life situations; foster ongoing personal development

*See Whetten and Cameron, 2002

Skill analysis bridges the gap between intellectual understanding and behavioral application because critiquing a manager's performance in real life cases enhances students' understanding of the skill learning material.

Next, skill practice can be used so that students can internalize the first three components by actually role-playing in an attempt to adapt the behavioral principles to their personal styles (Latif, 2002; Whetten and Cameron, 2002). For example, work-related stress is one of the most identified problems faced by managers. One exercise might include working with a partner to recognize incremental successes through a "small-wins" strategy designed to help students build up psychological resiliency to stress. Two questions requiring students to answer and reflect upon include: "What major stressor do you currently face?" and "What are the parts and subparts of this stressor?" The dyads can provide ideas and suggestions for improving and refining stress management skills. Afterwards, a debriefing of the exercise and class discussion led by the facilitator may be helpful to students in improving their stress management strategies. This type of activity helps to develop the self-regulation and motivation aspects of emotional intelligence.

The fifth component in management skills training is skill application (Latif, 2002; Whetten and Cameron, 2002). The goal is to apply what is learned in the classroom to a practice setting outside the safety of a laboratory (the classroom). Without this step, application to the real world is often problematic. Application exercises take the form of a type of problem-centered intervention where the student must analyze a situation and determine the degree of success or failure. For example, an activity concerning the stress management lesson might be:

Find someone you know well who is experiencing a great deal of stress. Teach him or her how to manage that stress better by applying the concepts, principles, techniques, and exercises discussed in class. Describe what you taught and record the results in your journal.

Empirical evidence suggests that using this type of learning model to teach management skills is significantly more effective than the traditional lecture–discussion–case method approaches (Burnaska, 1976; Moses and Ritchie, 1976; Latham and Saari, 1979; Kolb, 1984).

ASSESSMENT

Student Assessment

As discussed above, since the goal of this course was to develop management skills, the majority of assessments pertained to self-awareness exercises, a paper based on journal recordings of personal development progress throughout the semester, debates and presentations.

Self-awareness

Students were required to maintain an "assessment journal" that included 20 self-assessment exercises, ranging from "What's your learning style?" to "Time management." After each exercise students were asked to reflect on their answers by stating what they liked, what they disliked, and what they learned from the exercise (i.e. how it will help them in the future). The reason for this assignment stems from the fact that self-awareness has been shown to be a greater predictor of success in life than intelligence quotient (Goleman, 1995). In order to develop management skills one must first have knowledge of oneself. Brouwer (1964) eloquently asserted:

The function of self-examination is to lay the groundwork for insight, without which no growth can occur. Insight is the 'Oh, I see now' feeling that must consciously or unconsciously precede change in behavior. Insights—real, genuine glimpses of ourselves as we really are—are reached only with difficulty and sometimes with real psychic pain. But they are the building blocks of growth. Thus, self-examination is a preparation for insight, a groundbreaking for the seeds of self-understanding that gradually blooms into changed behavior.

In addition to the self-awareness exercises students were asked to maintain a learning log throughout the course. Keeping a learning log is a structured way to develop self-awareness. The learning log was a confidential, written record of students' personal development through the class. Based on the learning log, students were asked to write a six to eight page confidential paper (the paper was identified by student identification number and only the class instructor read it). The purpose of the paper was to enhance students' effectiveness by being aware of their own strengths and weaknesses and giving them an opportunity to create their own personalized development plan for professional and personal success. This action plan for success was based on what students' learned in the course through self-assessments, self-reflection, readings, class lectures and discussions, role-playing exercises, and films. Students were asked to meet with someone who knew them well enough to provide honest feedback concerning their three most important strengths and weaknesses, as well as the impact these strengths and weaknesses have on students' effectiveness. Students were then asked to compare the mentor's responses to their own perceptions of their strengths and weaknesses. Next, students were asked to put a plan in place that may enhance their strengths and address their weaknesses. Appendix A provides a description and instructions for the learning log exercise.

Debates

Debates via point–counterpoint dialogues provide students with opportunities to develop their critical

evaluation skills. Health care settings are not made up of true–false and multiple choice questions. Because a student “knows” an answer is no assurance that he or she “understands.” These dialogues can contribute to developing problem-solving skills by helping students’ link knowledge and understanding by challenging their ability to think quickly. In addition they help develop students’ emotional intelligence by providing communication skills practice. The debates lasted approximately 30 min and involved two teams debating a pro and con side of a management issue. Examples of topics for debate included “money motivates,” and “conflict benefits an organization.” The format for the debates paralleled a courtroom situation in that each side made an opening statement followed by a cross-examination and rebuttal. Members of the class who were not participants in the debate acted as a jury. Debates revolving around controversial management issues were used so that students would not only know and use course concepts, but would have to be able to use them in contexts to which they may have to “think quickly.” For example, cross examining and rebutting what one team said on a topic (e.g. managers can create satisfied employees) requires a thorough and flexible knowledge of the management concepts related to the literature on employee satisfaction. Appendix B provides instructions for the student debates.

Presentations: Skill Training Module

This assignment was based on the assumptions that students have a great deal to offer other members of the class, and human beings often learn most by teaching others. The purpose of this assignment was to work in a team to develop and present a 15-min training module designed to enhance class members’ expertise in a particular management skill that could help them enhance their managerial effectiveness. Topics for this presentation included the development of such skills as time management, managing conflict and motivating others.

Course Assessment and Evidence of Student Learning

As discussed previously, the management skills course was designed to improve students’ skills in personal, interpersonal, and group skills. As such, assessing evidence of student learning is not as simple as numerical assessments on didactic examinations. The major questions were, “Did students feel they developed and improved on their management skills?” and “What evidence did the instructor have that showed the students improved their manage-

ment skills?” In order to examine these questions, four components of the course will be discussed:

1. Assessment of the group activities by the instructor;
2. A pre and post personal assessment of emotional intelligence;
3. Instructor assessment of students’ journal and term paper on their strengths, weaknesses, and personalized development plan for professional and personal success;
4. Student assessments of the management skills course.

Assessment of Group Activities

Students were assessed on several group activities. A guiding theme in evaluating activities was the question, “Did groups not only learn the course concepts, but could they practice what they learned?” For example, to encourage students to become more aware of concepts related to listening behavior a team exercise was chosen and team assessments were given based on the completeness of responses. These types of exercises enhance emotional intelligence by helping to develop students’ empathy, self-regulation and communication skills. Appendix C depicts the listening exercise (Clark, 1999). An important point made was that groups were graded as groups and not individuals (adhering to the belief that instructors must reward the behavior they want displayed). To combat the occasional social “loafer” (a student who contributed little to the group) students had the power to “fire” (dismiss) an individual who, in the unanimous opinion of the other group members was not contributing to the group. In these instances, the social loafers would be required to do the group projects individually. If it was not possible to do the project individually (e.g. assessment required more than one person), another assignment was given.

Pre and Post Emotional Intelligence Evaluation

Students were asked to fill out a twenty-five item assessment of emotional intelligence individually at the beginning of the semester and again at the end of the semester. The purpose of the pre emotional intelligence test was to get an initial assessment of the level of students’ emotional intelligence. The instrument was adapted from Weisinger (1998) and assesses the five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and interpersonal skills. Students retook the emotional intelligence assessment during the last week of the semester. Mean scores improved significantly compared to the pre-test ($P < 0.05$).

Students' Assessment of Course

What were the students' perceptions of taking a management skills course? Although the objective course evaluations were good, written comments from a representative sample about the course revealed that the course appeared to change student perceptions concerning the need for a course in management skills (Table II). Most felt it was worthwhile and would benefit them in any pharmacy practice setting. This is important since many pharmacy students may initially perceive management related courses as irrelevant to becoming a good pharmacist.

DISCUSSION

Although the instructor was quite pleased with the "first-run" of the class, there were several challenges and possible changes that could result in a better experience for students. The first challenge was student support for the relevancy of such a course. To gain this support the course philosophy and the critical role management skills play in organizational performance was discussed in detail during the first class.

A second challenge concerned the size of the class. Although some may argue that a class of 65 students does not constitute a large class, it is much more difficult to provide personal feedback, adequate practice time, and to assess small group activity

than in a smaller class. The instructor sought both the advice of professors who were teaching management skill courses and advice from the literature (Caproni, 2001; Hansaker, 2001; Whetten and Cameron, 2002). To overcome this challenge, fewer assignments were given than may have been given in a smaller class. For example, one basic six to eight page writing assignment was given students. In a smaller class, two writing assignments may have been given.

A third challenge had to do with the instructor adjusting to lecturing less. As stated previously, the course was designed to only lecture one-third of the time. It was quite uncomfortable for the instructor during the first few weeks to not control the class via lecture. Giving up this "control" became easier as the semester progressed.

How can the course be improved? There are two areas to consider. First, more opportunities should be provided for role-playing exercises. Role-playing is an essential element of developing emotional intelligence. For a larger class, role-playing can take place in small groups. A typical format involves giving two people different roles to play, with a description of the situation, and the motivations and the background each person is playing. Students must be given time to prepare for their roles. They then can be paired with a person playing the opposite role, each being unfamiliar with the role of the other. Other members in the group may assess the actors via a predetermined grading rubric. One example may be a pharmacy manager and a chronically late staff pharmacist. The staff

TABLE II Students' comments on course

<p>"When I took the test again, I realized that my score was about the same but one thing I know for sure is that I have learned a whole lot in this class. By taking this class I will be able to use my time very efficiently. Taking this class has been a great benefit to me because it has prepared me to face the work force and also be a successful pharmacist."</p>
<p>"The class itself was very useful in its ideas. As a pharmacist, I will be a supervisor. It would be difficult to function as a supervisor without experience or skills training. Although my PAMS score did not change much, my understanding of why and how to obtain better management skills did."</p>
<p>"Before this semester started I went through our schedule and noticed that we had to take a class called Professional Management and the first question that I asked myself was why in the world are we taking a management class? Are we ever going to have the need to implement what we learn in our pharmacy career? One thing I have noticed in life is that health care professionals tend to think that they don't need to know anything else outside their scope of practice and in so they are narrow minded. But one thing that I'm glad to say today is that I don't have the same thought that I had at the beginning of this semester. I have learned so many skills in this class that I can increase my effectiveness, enhance my career, and feel more fulfilled in general."</p>
<p>"I was fortunate enough to be able to take this course and learn many good things."</p>
<p>"Pharmacy 704 has provided me with skills to improve my weaknesses and helped me to become a more effective and successful manager. I have taken small amounts of information from almost all of the exercises we have completed. I now view a manager as someone who is responsible for the business as well as the employees."</p>
<p>"Not only did I learn management skills, but I have also come to the understanding that certain behaviors I had may negatively effect my career."</p>
<p>"This learning log is the most important assignment I have ever done."</p>
<p>"Thank you very much for the opportunity to make me a better person and pharmacist. I will continue throughout my career as a student and a pharmacist to use what I have learned from this experience and be ever mindful of the strengths and weaknesses I will strive to better and overcome."</p>
<p>"I avoid getting help from people, even people I trust such as my friends and family, I will now reach out to people for help, even people I do not trust. I failed to realize in the past until taking the Professional Practice Management course."</p>
<p>"To be honest, I thought this was another BS course and a waste of my time, but as the semester progressed, I was given the impression that I was totally wrong. I've been able to learn things that will not only make me a better person but also the best manager and leader I could possibly imagine."</p>

pharmacist has reasons for his or her tardiness, which the manager is unaware of. It is up to the manager to resolve the problem. Role-playing extends the traditional teaching approach by allowing skill practice. This activity is an integral component in enabling students to realize the full potential of the course: to change behaviors.

A second way in which the course can be improved is to add variety to the class in order to sustain student interest. Although the five-step model is sound, students may get bored with the learning process if following slavishly for each topic. Instead of beginning each topic with a 15-min discussion of the assessment instruments, followed by a 30-min review of the skill learning material, followed by a discussion of a skill analysis case, it might be better to experiment with different formats. For example, it might be better at times to begin a topic with a case discussion to sensitize students to the key issues of the topic concepts (skill learning). Also, some students may have difficulty appreciating the value of a particular skill (e.g. "This is intuitively obvious so don't bother me"). In such cases it may be prudent to begin with student role playing before discussing the topic (so that students may appreciate the difficulty of acquiring management skills).

CONCLUSION

The purpose of this paper was to describe the planning and implementation of a management skills course designed to develop the emotional intelligence of third-year Doctor of Pharmacy students. The course design was based on social learning theory and utilized a five-step model of skill assessment, skill learning, skill analysis, practice and application. Based on the pre and post emotional intelligence assessment, it appears that the management skills course resulted in a significant improvement in students' emotional intelligence. A critical highlight of this course was the realization that developing management skills related to emotional intelligence requires a great deal of individual determination and persistence.

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APPENDIX A

Individual Assignment: Learning Log Criteria and Evaluation Form

Specific experiences teach specific lessons necessary for success. But it is critical, as T.S. Eliot said, not to "...have the experience, and miss the meaning." Managers we studied who went on to become effective executives not only had the experiences but learned lessons from them. Center for Creative Leadership Studies on Executive Learning

Management research indicates that developing self-awareness has several advantages: personal growth, career development, and an enhanced ability to understand and have empathy with others. In their studies of managerial and executive derailment, the Center for Creative Leadership found that successful managers: (1) understand their values, personal

styles, and strengths and weaknesses; (2) know the impact of these values, styles, and strengths and weaknesses on their ability to effectively work with others and achieve their goals; and (3) are quick to reflect upon and learn from their own experiences.

Despite these advantages, we often resist opportunities to increase our self-awareness. We try to protect our self-esteem. We fear that learning something new about ourselves will be painful or may require us to change our treasured and habitual ways of seeing, thinking, and behaving. We may think that we already know ourselves well enough. Or we may not want to take the time out of our busy schedules to engage in self-reflection—like the busy woodcutter who never takes the time to sharpen the saw and eventually loses the ability to cut wood. In short, developing a willingness and ability to engage in self-reflection, is a critical leadership skill that is not easily learned yet reaps many rewards.

Keeping a learning log is a structured way to develop this skill. This log is a confidential, written record of your personal development through the class. Your comprehensive action plan for change, should be 6–8 pages. Your learning log is a confidential document. Only I will read it. You are required to identify your learning log by student number only.

The following criteria will be used to evaluate your learning log.

- *Completion of assignment:* You submit the log on time, answer specific questions when asked to do so, and have complete entries for each assignment. *Eleven points per day will be deducted for logs that are handed in after the due date.* If there are special circumstances, please discuss these with the instructor.
- *Self-reflection:* You demonstrate a willingness and ability to engage in self-reflection. You provide examples from your own experience. You show an understanding of the consequences of your values, attitudes, style, behavior, etc. on yourself, others, and the organization.
- *Conceptual understanding:* You demonstrate a thoughtful understanding of conceptual materials from class and integrate them, as relevant, into your log.
- *Application:* You demonstrate a willingness and ability to take steps toward personal change. You discuss in depth possible plans for action.
- *Written composition:* The learning log is professionally presented: well-organized and well written (including spelling and grammar).
- *Spelling and grammar:* Your learning logs will be graded as indicated above. In addition, *1%* will be deducted for each unique spelling error and each unique grammatical error. Improper margins will receive a *10% reduction* in grade (Margins should be one inch on all sides).

Learning Log Question:

Comprehensive Action Plan for Change

Managers who continued to be effective added new patterns of management behavior; others who derailed often had the same experiences but missed the meaning. The derailed manager either relied too heavily on successful habits or exhibited flaws, which acted as blocks to his or her learning. The essence of learning, then, is in overcoming comfortable habits and personal quirks and making transitions to new ways of behaving. (Preventing Derailment: What To Do Before It's Too Late)

Purpose: Enhancing your effectiveness, career success, and well-being requires (1) knowing what it takes to stay on track; (2) being aware of your own strengths and weaknesses; and, most of all, (3) being willing to find new, more effective, ways of thinking and behaving. This entry is designed to give you an opportunity to create a personalized development plan for your professional and personal success.

Task: Create an action plan for enhancing your effectiveness, career success, and well-being based on what you've learned in this course through self-assessments, self-reflection, readings, class discussions, exercises, and films:

1. Meet with someone who knows you well and will give you honest feedback. Discuss with this person:
 - What you think are your three most important strengths and three most important weaknesses, as well as how they may influence your effectiveness, career success, and well-being.
 - What they think are your three most important strengths and three most important weaknesses are, as well as how they may influence your effectiveness, career success, and well-being.
 - What immediate steps you can take to enhance your effectiveness, career success, and well-being.
2. In your learning log:
 - Thoughtfully discuss what you learned from this. Specifically discuss the person with whom you discussed your profile (you don't need to mention the person's name), his or her feedback, and what you conclude are your three most important strengths and weaknesses and how they influence your effectiveness, career success, and well-being.
 - Create a detailed personal developmental plan that will help you become a more effective, successful manager and enhance your well-being. Specifically address at least 3 things you'll need to do and how you will do them.

APPENDIX B

Point-counterpoint Debates

These dialogues present the opportunity for students to develop their faculties in critical evaluation and debate. Life, unfortunately, is not made up of true-false and multiple-choice questions. Because a student “knows” is no assurance that he or she “understands.” These dialogues can contribute by helping students’ link knowledge and understanding by challenging their ability to think.

Each group will be assigned one side of an issue to debate in class (the rest of the class will act as a jury). You are expected to prepare, outside of class, your side of the issue (to be provided by the instructor). The format for presentation will be as follows:

Time required				
Opening statement	Pro	5 min	Con	5 min
Cross exam	Pro	2 min	Con	2 min
Preparation for rebuttal	Simultaneous both sides			5 min
Rebuttal	Con	3 min	Pro	3 min
Closing	Con	1 min	Pro	1 min
Total time		About 30 min		

APPENDIX C

Team exercise—the impact of attentive listening skills*

Purpose: The objective of this exercise is to show the importance of listening skills to interpersonal success.

Time: 30 min.

Instructions:

- Form groups by counting off by sixes. There should be a minimum of three students to a group and a maximum of seven per group.
- Each group should address the four questions below.
 - How do you know when a person is listening to you?
 - Describe a situation in which you exhibited outstanding listening behavior (i.e. listen with intensity, empathy, demonstrate acceptance, take responsibility for completeness, and be yourself). How did it influence the speaker’s subsequent communication behaviors?
 - How do you know when a person is ignoring you?
 - Describe a situation in which you ignored someone. What impact did it have on that person’s subsequent communication behaviors?
- The groups should begin by brainstorming answers, then narrow their selection to the three most significant answers.
- Appoint one member of the group to transcribe answers on the board and another to tell the class why the group selected these answers.

*See Clark, 1999.