Sample Syllabus from Fall 2007
Topics will stay the same; Dates will change…Optional book critique may be required

Developing Managerial Skills
[C50.0021.001]

Michael L. Mazzarese, Ph.D.
Voice: 908-272-0992
Email: MMazzarese@AOL.COM

Office: 7-159 Tisch or EMBA office (4th Floor)
Office Hours: Immediately Before Class or By Appointment
Classroom Tisch U-65
A. COURSE GOALS AND OBJECTIVES

Many companies bestow a management title on key talent and expect appropriate behavior to follow. That is not the most effective way to develop future business leaders. Your expertise will take you just so far. Increasing self-awareness and being open to feedback are important first steps in leading today's business for tomorrow's results. DEVELOPING MANAGEMENT SKILLS is a course that focuses primarily on the practical aspects of managing. This course is highly interactive and, while based on solid research, it stresses a hands-on approach to improving your management skills. The focus is on developing:

- **Your Personal Skills**: self-awareness; managing stress; solving problems & creativity
- **Your Interpersonal Skills**: coaching; counseling; supportive communication; gaining power & influence; motivating self & others; managing conflict
- **Your Group Skills**: empowering & delegating; building teams, leading change, running meetings.

Each session will give you an opportunity to “assess”, “analyze”, “practice”, “learn”, “teach”, and “apply” the above skills to your own work or life situation so that you can turn good ideas into effective practice. You will not only learn about management skills but you will begin to apply those skills in class, at work, at home, etc., to help you become a more effective business leader.

In the self-assessment step you assess your own skills in the topic under discussion. Usually, these will be at the beginning of each chapter. Class lectures and discussions will involve such topics as: self-awareness, creative problem-solving, communication, stress management, gaining power, motivating others, managing conflict, empowering others, giving and receiving feedback, delegating, and team building, etc...not necessarily in that order. You will analyze, write about, practice and apply these topics through case studies, group exercises, and being responsible to teach some topics to the class. We will **NOT** be reading each chapter in class. The text is **YOUR** resource and serves as the basis for class discussion and reflection. Use it.

**You will be required to keep a journal/log from day one.** A self-awareness journal allows you to keep track of the issues that help or get in the way of your career/management goals and the action-steps you take to achieve them. This will be especially important for your final project.

A secondary goal is to provide you an opportunity to develop your skills in critical thinking, oral and written communication, and your ability to influence others through rational and creative approaches. Therefore, at the end of this course you will be able to:

1. Demonstrate your understanding and competence with respect to fundamental managerial skills: Self-awareness, stress management, creative problem solving, supportive communication, gaining power and influence, motivating others, managing conflict, building effective teams, etc.
2. Analyze, develop, practice, and demonstrate your ability to use these fundamental personal, interpersonal and team building skills through self-assessments, textbook learning, cases, experiential exercises, written application exercises and a final paper.

B. CLASSROOM PROCEDURES might include:

1. Lectures (10%+)
2. Videos
3. Individual and Group Projects (50%+)
4. Class Discussions & Activities (40%+) based on readings and personal experiences in business, law, philosophy, psychology, literature, ethics, etc.
C. PREPARATION FOR CLASS

Textbook readings, Self-Assessments, and class activities are an essential part of this course. One of your major responsibilities is to come to class fully prepared to discuss the issues and assigned readings/activities. Also, be prepared to participate fully in the various experiential exercises we will use in and outside of class. These will help you put theory into practice. Bring whatever notes, outside sources, and energy you need to make the class work for you.

D. CLASS TEXT

- Developing Management Skills, David A. Whetten & Kim S. Cameron, Pearson/Prentice-Hall, Inc., 2007, 7th Edition and
- Your online Access Card [included with your textbook.]

These are available at the NYU Bookstore. Additional readings from other sources will be assigned, as needed.

E. EVALUATION & GRADING – All grades are averaged equally…no matter how many assignments. For example:

- Class Participation [This includes Blackboard]  25%
- Class Assignments [This includes Blackboard]  25%
- Class Teaching Project  25%
- Final Project  25%
- Class Attendance

This class will not have a traditional format. Therefore, to understand its approach in context it is expected that you’ll be present for the first 3-4 class sessions. The only exception is for a religious holiday or medical reason.

Be prepared to take full responsibility for your own learning. The outcome you choose to achieve for this class will impact more than your transcript. What will affect your grade, however, is your attendance. It will be IMPOSSIBLE to qualify for an "A" in this course, if you are not here for ANY reason and participating in every class. Secondly, if more than two (2) scheduled classes are missed without explanation, the instructor reserves the right to assign a failing grade. Classes will not be videotaped.

Written Assignments

All assignments are to be typed, double-spaced with one-inch margins all around. Type should be no larger than 12pts. Do not use fancy covers or binders. Simply put the title of your paper, your name, student ID # [last four numbers], phone number, and email address at the upper left-hand corner. Include your name on each page. Staple pages together. KEEP copies of whatever you hand in. Do not give me your only copy. Late assignments will be reduced by one + or - grade point.

F. Laptop Policy (cell phones, iPods, Blackberries or other electronic devices…)

The above items or any other technology are not allowed during class unless you need them for your presentation. Please turn them off before you come to class.

G. Honor Code

As Undergraduate students at Stern, you are expected to adhere to the Code of Conduct. You are reminded that every student is obligated to report to the instructor any suspected violation of the code that he or she has observed. The Undergraduate Code of Conduct site is:

http://w4.stern.nyu.edu/uc/currentstudents/codeofconduct.cfm?doc_id=5182
H. Students with disabilities

If you have a qualified disability and will require academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD […] this probably will not be the case for this class), you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.

I. Semester Assignments

1. For Wednesday, September 5th, within one page write your goals for this course. List 2 or 3 things you want to learn. Be specific. Include criteria that will tell you […] or anyone else] that you will have achieved your goal. How will what you learn help you in your career/job? You may modify these at any time during the course.

2. Facilitate/teach a class; lead a discussion/activity [10/17 – 12/12 = approximate; dates may change]

In groups of 2 [maybe 3] prepare to teach a class and lead a discussion/activity (30 minutes) around one of the topics below. Briefly describe the topic, explain its theoretical and practical importance within the business arena and lead a discussion/activity based on the practical application of the topic to managing more effectively. Distribute a one-page executive summary outlining your presentation and a bibliography of sources to the class. Email me your PPT presentation, notes [who will do what when], and handout materials 4 days beforehand (the Saturday before you present). I will post your PPT slides to Blackboard after your presentation.

NOTE: Be sure to arrange whatever audio/visual equipment you may need in advance.

The goal here is not only to demonstrate what you have learned about the topic but how you can apply what you’ve learned and how you can engage your colleagues in what Peter Senge calls a "learning organization". Presenting the answer is less important than learning how to apply what is learned to your own work/class situation through negotiation and conflict resolution.

Make this more than an academic exercise! Pick a topic that means something to you and your work!

Topics and Tentative Dates

Fall 2007 topics [October 17 – December 12]

1. Happy Days: 9 To 5 Doesn't Have To Feel Like 5 To Life! (= Stress) [10/17]
2. Setting Goals Together [10/17]
3. Giving Constructive Feedback Appropriately [10/24]
4. Coaching [10/24]
5. Preparing for and Delivering Performance Reviews [11/7]
7. Games People Play: Fostering Creativity and Innovation in Organizations [11/14]
10. Building Effective Teams [1/28]
11. Managing Change [12/5]
12. How to Delegate Effectively or What Do I Do While You Do The Work? [12/5]
All topics must be chosen; one topic per group; no duplicates. Following the rules on P.4 for this assignment, email me (mmazzarese@aol.com or through Blackboard) to let me know who is on your team and what topic your team has chosen on Friday, September 7th. "First come, first served!" Emails received before 5:00 A.M. on Friday, September 7th will not be counted.

4. A final paper will provide you an opportunity to demonstrate proficiency in the course material and personal goals. The paper will be due on or before Wednesday, December 12, 2007. Guidelines and examples (models) will be posted on Blackboard by early November.

5. Optional – Extra Credit! It will be averaged equally with the other assignments.

By Wednesday, October 3rd, submit the following:

Critique one management book on any of the course topics. This course deals with MANAGEMENT skills. It does NOT focus on leadership skills […] of celebrity executives.) Choose a topic/book connected to your goals! Examples will be posted on Blackboard – Do not choose “The One Minute Manager”, “Getting to Yes”, “Seven Habits…”, “Kiss My Tiara”, or ANY book about notorious historical or corporate figures: Alexander the Great, Machiavelli, Attila the Hun, Lee Iacocca, Jack Welch, etc.!! as your primary book to critique!

Basically, you are to develop a thesis supporting or contesting the author's premise, describe briefly the theory behind the main point(s) […] this is the time to find out more about Organizational Behavior. Go find an old textbook!], provide a bibliography of sources used, and describe how you might apply the author’s concept(s) to your own professional/personal situation. Support your conclusions with logic and outside sources. Compare and contrast the author’s premise with other sources. Do not just retell the story or leave it at “I think…” Then, describe “What” you will do; “How” you propose to do it; and “Who” will be involved, etc. The paper should not exceed 4-5 pages, including a one-page bibliography.

If you simply retell the story, your grade might fall into the “D” range. If you provide a brief description of the author’s concepts, use the textbook as your primary source to explain the author’s premise, your grade might fall into the “C” or perhaps “B” range. If you compare and contrast the authors concepts with other author(s) and outside sources, incorporate a unique or innovative approach from another discipline to explain or apply the concept, describe how you might apply the concepts to your own school/personal situation, your grade might fall into the “A” range. This assumes you will explain the concepts accurately and provide a bibliography of sources cited/used. If you don’t see a topic you like below, choose your own. Potential topics:

- Power: It's not a four-letter word
- Managing/Leading Change
- Motivating Myself and Others
- What's Personality Got To Do With It?
- Creative Conflict
- Delegation & Empowerment
- Managing Your Boss
- Influence Without Authority
- Stress: What's all the hype about?
- Coping with Difficult People
- Me, Inc.
- Office Politics
- Meetings…Not another one!
- Thinking Creatively

6. I encourage individual conferences and will arrange them before class or by appointment.
J. How we will use Blackboard during the course

Announcements

Always check your email and the Announcement section every week before you leave for class. This is how I will contact you, if there are any last-minute or unforeseen changes.

Discussion Board – Voluntary! [This can only HELP your grade. No deductions will be taken for non-participation]

Each week we will use the Discussion Board to continue discussions started in class, to raise new issues or to address unexpected situations. You do not have to wait for me to ask a question or raise an issue. This is YOUR chance to ask questions, offer suggestions or raise issues you were not able to address during class time. It is also a terrific way to grow our learning community, build a network and see how others perceive you and how you help or get in the way of your intentions.

1. Post a minimum of one/two (1-2) times per week.
   a. Be courteous; be specific; stay on topic.
   b. If you disagree, address the issue or topic… not someone’s personality!
   c. Don’t “should” on people! ;-) Offer suggestions as to what you might do in their situation rather than telling others what to do.
   d. If you find articles of interest, post the web site.

2. Discussions must be "substantive": A substantive post responds to the issues or the instructor’s question in a way that clearly supports or disagrees with a position, begins a new topic, or somehow adds to the discussion by critically reflecting on what is being discussed; or moves the discussion in a new direction. While logging on and saying "I agree" or "Good job" will foster our learning community [and you are encouraged to do so…], such brief comments would not be considered a substantive response.

3. READ ALL POSTINGS EACH WEEK… not just the ones directed to you. While I may respond to one person, I may raise issues that offer insight or further discussion for everyone. I may even give an assignment or two on the spur of the moment! [I hear that’s not unheard of in the corporate world! ;-) ]

4. Support your conclusions: For whatever conclusion or opinion you post provide supporting data from something you’ve read, experienced, etc. Do not simply state something as fact without providing a source for what led you to your statement or conclusion. There’s enough of that on talk-radio! While providing “the answer” may be appropriate and even important, tell us how you arrived at your conclusion and what will you do with this newly found insight to further your own managerial development [= critical thinking and applied learning].

K. SUMMARY OF IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5/07</td>
<td>Your personal goals</td>
</tr>
<tr>
<td>9/7/07</td>
<td>Groups, topics, dates</td>
</tr>
<tr>
<td>10/3/07</td>
<td>Optional Book critique</td>
</tr>
<tr>
<td>10/17/07 – 12/05/07</td>
<td>Group-led class discussions</td>
</tr>
<tr>
<td>12/12/07</td>
<td>Final paper</td>
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Assignment Schedule

**NOTE:** These assignments cover the textbook topics. They are *not* always in sync with each week’s class topic. By week 14 you will have covered all the essential material. If you find a typo or logistics error, don’t panic! Just let me know.

*Also, these assignments are not carved in stone.* They *will* change, as needed…just like they do at work! For the most part, the cases we study will be your own situations…not canned cases prepared for textbooks that may have no connection to your needs or contexts. If you need a case study fix, there are several you can do on your own in the Whetten/Cameron textbook.

**September 5th, 12th, and 19th - Weeks One, Two & Three**

**Introduction:** Importance of self-awareness and feedback on our management behavior.

**Required Assignments:**
- Read Introduction …pp. 1-28 and Chapter 1 - pp. 45-87;
- Prepare to do pp. 93-94 in class
- Complete - Self-awareness assessments in Introduction and Chapter 1;
- These assessments can be done online.
- Plan how you will incorporate the Skill application throughout the course. See example on pp. 166-167.

**September 26th: Week Four**

**Topic:** Solving Problems Creatively

**Required Assignments:**
- Complete Self-Assessment & Read Chapter 3 - pp.173 – 235

**October 3rd: Week Five**

**Topics:** Communicating Supportively

**Required Assignments:**
- Complete Self-Assessment & Read Chapter 4 - pp.237 – 282

**October 10th: Week Six**

**Topic:** Managing Stress

**Required Assignments:**
- Complete Self-Assessment & Read Chapter 2 - pp. 110 - 170
- Read Part IV pp. 655 - 663 – Conducting Meetings

**October 17th: Week Seven**

**Textbook Topic:** Gaining Power and Influence

**Required Assignments:**
- Complete: Self-Assessment; Read Chapter 5 - pp.283-325
October 24th: Week Eight
Textbook Topic: Motivating Others
Complete: Self-Assessment; Read Chapter 6 - pp.327 – 376

October 31st: Week Nine
Topic: Managing Conflict [= Blackboard Assignment - to be announced]
Required Assignments: Complete: Self-Assessment; Read Chapter 7 - pp.377 - 441

November 7th: Week Ten
Textbook Topic: Leading Change
Required Assignments: Complete: Self-Assessment; Read Chapter 10 - pp. 537-593

November 14th: Week Eleven
Topic: Building Effective Teams
Required Assignments: Complete: Self-Assessment; Read Chapter 9 …pp. 493 - 535

November 28th: Week Twelve
Topics: Empowering and Delegating
Required Assignments: Complete: Self-Assessment; Read Chapter 8 …pp. 443 - 491

December 5th: Week Thirteen
Topics: Managing Up/Office Politics/Career Moves & Busters

Final Class December 12th: Week Fourteen
Career Moves and Busters;
Office Politics (cont’d)

Final paper: Due on or before December 12th