New York University
Stern School of Business
SPRING 2010

Developing Managerial Skills
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Office Hours: Immediately Before Class
or By Appointment

Classroom: 4-80
Class: Saturday, 9:00 a.m. – 12:00 p.m.
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. That’s right, **Smart is not enough!** Increasing your 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/life-work balance; solving problems & creativity
  - What behaviors help or get in your way as you strive for personal/professional success?
  - How do your values influence your decisions and problem-solving approaches?
  - How do your learning styles help or hinder how you handle ethical dilemmas?, etc.)

- **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 more effective in all your interactions with others. [This is not the course for you, if you prefer classes where you can sit passively by and be an "academic tourist".]

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 mini case studies, group exercises, and being responsible to teach many of the topics to your classmates. We will **NOT** be reading each chapter in class. The text is YOUR resource. It serves as the basis for class discussion and reflection. Use it. However, it is **not** to be considered the only resource available to you.

**You will be required to keep a journal/log from day 1.** 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. You will be required to hand in a one-page summary of highlights about ¾ of the way through the course.

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, creative and ethical 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, teaching a topic 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 in the textbook and/or online in Blackboard 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. These are available at the NYU Professional 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation [This includes Blackboard]</td>
<td>25%</td>
</tr>
<tr>
<td>Class Assignments [This includes Blackboard]</td>
<td>25%</td>
</tr>
<tr>
<td>Class Teaching Project</td>
<td>25%</td>
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<tr>
<td>Final Project</td>
<td>25%</td>
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**Class Attendance** [Classes will not be videotaped.]

This class will *not* have a traditional format. Context is important. Therefore, it is expected that you be present for the first few class sessions. Like the preface of a book, they set the stage for what is to come. If for ANY reason you will not be able to be present for the first 3-4 scheduled class sessions, I strongly suggest you postpone taking this class. Also, if this is your first course at Stern and have little/no management experience [...an internship is not considered management experience], I also urge you to wait and take this course until you have completed at least ½ your Stern course work and have a minimum of 6 months/1 year management experience. **Be prepared to take full responsibility for your own learning.** The outcome you choose to achieve for this course will impact more than your transcript. What will affect your grade, however, is your attendance. **It will be IMPOSSIBLE to qualify for an "A" or "A-" in this course, if you are not here for ANY reason and participating actively in every class.** Simply sitting in class is not considered participating. Secondly, if more than two (2) scheduled classes are missed without explanation, the instructor reserves the right to assign a failing grade.

**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 right-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 for each week it is late.
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. You may not use your PC/Blackberry/cell phone, iPods, etc. to read/send email; watch videos/TV, podcasts, listen to music, etc. during class. This will be considered non-participatory behavior. Please turn them off before you come to class.

Honor Code  

As MBA students at Stern, you are expected to adhere to the MBA Honor Code. 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.  

MBA Honor Code site -- http://w4.stern.nyu.edu/scorp/committee.cfm?doc_id=4797  

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.

F. Semester Assignments  

1. For Saturday, February 6th, 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. By Saturday, March 13th, 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 […]or the lack thereof… or on celebrity executives.] Choose a topic/book connected to your goals! Guidelines and examples will be posted on Blackboard – Do not choose “The One Minute Manager”, “Getting to Yes”, “Seven Habits…”, “Kiss My Tiara”, especially not… The Art of War 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 drag out your old Organizational Behavior texts!], provide a bibliography of sources used, and describe **how you plan to apply the author’s concept(s) to your own work/career 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. Include a 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 work/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.
SAMPLE topics: [If you don’t see a topic you like below, choose your own.]

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

3. Facilitate/teach a class; lead a discussion/activity [3/13/10 – 5/8/10 = approximate; dates may change]

In groups of 3 (a few groups will have to be 4) prepare to teach a class and lead a discussion/activity (35-40 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, and handout materials 4-5 days beforehand. That will give me a chance to make suggestions and will give you a chance to revise/practice facilitating your session. I will post your PPT slides to Blackboard after your presentation.

NOTE: During our first class you will form your own teams. Include at least ONE (1) person on your team whom you meet for the first time in this class or whom you do not know well or with whom you have not worked before. No more than ONE full-time student per team.

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:

Spring 2010 [March 14 – March 21 = Spring Break – no class]
1. Happy Days: 9 To 5 Doesn't Have To Feel Like 5 To Life! (= Stress) [3/13]
Those presenting on March 13th can submit their Book Critiques on March 27th.
2. Setting Goals [3/27]
4. Coaching & Mentoring [4/3]
5. Preparing for and Delivering Performance Reviews [4/3]
7. Games People Play: Fostering Creativity and Innovation in Organizations [4/10]
12. How to Delegate Effectively or What Do I Do While You Do The Work? [5/1 or 5/8 = TBA]

One topic per group; no duplicates. Email me (mmazzarese@aol.com or through Blackboard) to let me know who is in your group and what topic your group has chosen on **Wednesday, February 10th**. "First come, first served!" Include your top three choices in case your first choice is already taken. **Emails received before 5:00 A.M. on Wednesday, February 10th 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 **Saturday, May 8, 2009.** Guidelines and examples (models) will be posted on Blackboard by the end of March.

5. I encourage individual conferences and will arrange them before class or by appointment.

**G. 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**

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. **Participating in the DB can only help your grade.** Not participating will not affect your grade.

**1. Posting Guidelines:**
   a. Be specific; stay on topic; be courteous.
   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" in order to get credit:** 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].

H. **SUMMARY OF IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2/6/10</td>
<td>Your personal goals</td>
</tr>
<tr>
<td>2/10/10</td>
<td>Groups, topics, dates</td>
</tr>
<tr>
<td>3/13/10</td>
<td>Book critique</td>
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<tr>
<td>3/13/10 – 5/8/10</td>
<td>Group-led class discussions</td>
</tr>
<tr>
<td>5/8/10</td>
<td>Final paper</td>
</tr>
<tr>
<td>5/8/10</td>
<td>Possible Final Blackboard Assignment</td>
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Assignment Schedule

These assignments cover the topics. They are not necessarily in sync with each week’s topic. By week 12 you will have covered all the essential material. Read or change, as appropriate to fit your needs. We will NOT be tracking perfectly with your textbook. Your text is your resource.

These assignments are also not cast in bronze. They will change, as needed...just like they do at work! The cases we study will be your own work 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.

March 20th = No Class = Spring Break

February 7th; February 20th; February 27th - Weeks One, Two & Three

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

Required Assignments:
Read Introduction ... pp. 1-39 and Chapter 1 ... pp. 41-93
Complete
- Self-awareness assessments in Introduction (PAMS) and Chapter 1;
Plan how you will incorporate the Skill application on pp. 91-92 throughout the course.

March 6th: Week Four

Topic:
Solving Problems Creatively

Required Assignments:
Complete Self-Assessment & Read Chapter 3 ... pp. 153 – 205

March 13th: Week Five - Book Critique is due

Topic:
Managing Stress

Required Assignments:
Complete Self-Assessment & Read Chapter 2 ... pp. 95 – 152;
Read Part IV pp. 583 -594 – Conducting Meetings

SPRING BREAK – NO CLASS on MARCH 20th

March 27th: Week Six

Topics:
Communicating Supportively

Required Assignments:
Complete Self-Assessment & Read Chapter 4 ... pp. 207 – 246
April 3rd: Week Seven

Topics: Gaining Power and Influence + Motivating Others

Required Assignments: Complete: Self-Assessment; Read Chapter 5 …pp.247-294

April 10th: Week Eight

Topics: Managing Conflict + Leading Change

Required Assignments: Complete: Self-Assessment; Read Chapter 7 …pp.341-394

April 17th: Week Nine

Topics: Empowering and Delegating + Building Effective Teams

Required Assignments: Complete: Self-Assessment; Read Chapter 8 …pp.397 – 442

April 24th: Week Ten

Required Assignments: Complete: Self-Assessment; Read Chapter 9 ...pp.443-482

May 1st: Week Eleven

Required Assignments: Complete: Self-Assessment; Read Chapter 10 …pp. 485 - 531

Topics: Managing up & Across;Office Politics

Final Class/ May 8th - Final Class

Blackboard Assignment Career Moves and Busters

Final paper: Due on or before May 8th