New York University
Stern School of Business
SUMMER 2016
FOR SPRING 2017

Developing Managerial Skills

[MGMT-GB.3321.70 – SU2016]

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Office: TBA
Office Hours: Immediately Before Class or By Appointment

Classroom: KMEC 4-60
Class: M_W, 6:00 p.m. – 9:00 p.m.
June 29, 2016 – August 10, 2016
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 is NOT a lecture-based course about research. 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 business dilemmas?
- **Your Interpersonal Skills:** supportive communication; coaching; 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 class is a microcosm of what takes place at work. Think of it as your own personal behavior lab. Everything we do is done intentionally and serves as a learning point to be explored. There may be times where what is planned may not go well. How will you respond? If you prefer classes where you can sit passively by and be an “academic tourist”, this is not the course for you.

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 discussions will involve such topics as: self-awareness, creative problem-solving, communication, stress management, gaining power, leading change, influencing and motivating others, managing conflict, empowering others, giving and receiving feedback, team building, delegating, 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. The text is YOUR resource. It serves as the basis for class discussion and reflection. We will NOT be reading each chapter in class. Use it. However, it is not to be considered the only resource available to you. Your questions and comments reflect what you have read/explored…or not.
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, leading change, delegating, etc.

2. Analyze, develop, practice, and demonstrate your ability to use these fundamental personal, interpersonal and team building skills through self-assessments, textbook learning, mini-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.

The approach to teaching and learning in this course is based on the research model of Richard Boyatzis. I’ve posted a summary .pdf in NYU CLASSES/Lessons/Class # 1. This approach may be different from what you have experienced before. The current term being used for this approach is the “flipped classroom”, where setting the stage for learning takes center stage. As a manager, your success will be enhanced not only by the results you achieve and how smart you are but even more so by how you can adapt to change and place your staff at center stage.

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.

D. **CLASS TEXT** – [Available at the NYU Bookstore. Additional readings will be assigned, as needed.]
MANAGERIAL SKILLS [MGMT-GB.3321.00] Summer 2016  SAMPLE FOR SPRING 2017
(mike.mazzarese@stern.nyu.edu) ➔ dates will change; content may have minor changes, if any.

Developing Management Skills, David A. Whetten & Kim S. Cameron,
Pearson/Prentice-Hall, Inc., [the latest edition available…but no earlier than the 8th
(2011)] and
MyManagement Lab [this is in addition to the eBook ➔ self-assessments and videos]
NYU CLASSES/Lessons/Class # 1 Folder – there are several online pre-work self-
assessment tools

1. Note: ➔ The PIA (formerly called PAMS) assessment along with many more self-assessment instruments are
located in your MyLab access online at www.PearsonMyLab.com. Individual assessments are also at the
beginning of each chapter, where appropriate. All of these resources overlap. The purpose is to use
whatever is out there to become more self-aware of how YOU help or get in the way of what you are trying
to achieve. It is not to get through the assessments. Use whatever seems helpful to you, no matter where
you find such materials. Instructions to access MyManagement Lab [SU2016 course ID:
mazzarese11701] can be found in NYU CLASSES/Syllabus – item #2. This is purchased separately from
the publisher.]

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

For example:

- Class Participation [This includes NYU/Classes/Forums] 25%
- Class Assignments [All assignments are due at the beginning of class unless otherwise noted] 25%
- Class Teaching Project 25%
- Final Project 25%

Class Attendance – Class videotapes are not usually shared.

**This class will not have a traditional format.** This is a skills course. It focuses on putting
theory into practice. Process (the HOW you interact or respond) is key, not just content
(the WHAT/your expertise). The approach is much the same as you will find in your
corporate business settings. It will be very different from other courses you have taken.
Therefore, to understand its approach in context it is important for you to try be present for
all class sessions, especially the first 2-3 sessions. I know this is difficult during the
summer sessions. We’ll work through it.

**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 …just as it does at work. **There are no make-up assignments.**

Yes, I know work will sometimes get in the way. It always does! How will you handle it
with your academic “manager”? These are the kinds of choices you will have to make as an
employee and as a manager. This is an opportunity to discover the connection among values,
choice and consequence in a business setting. For this course you are a manager as well as a
student. The classroom is your office. To paraphrase the singer, Bette Midler: “If you want to
be a manager, act like one!”

Written Assignments
Submit all assignments in WORD or PPT format, [NOT as a .pdf and NOT as a GOOGLE doc], double-spaced with one-inch margins all around, NO fancy formats... just white space and print. 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 an email address you use daily at the upper right-hand corner. Include your name on each page. KEEP copies of whatever you submit. Do not give me your only copy. Late assignments will be reduced by one + or - grade points for each day it is overdue. If you run into any problems, let me know ASAP.

Laptop Policy (cell phones, iPads, laptops or other electronic devices…)

The above items are allowed during class only for Developing Managerial Skills topics/materials. If you need to check emails or take a phone call, please use the break time or leave the room quietly (…which means you will not be participating). Work happens! They are NOT to be used during your classmates’ facilitation sessions of a course topic. If this gets in the way of any class activity, especially while your classmates are facilitating upfront, class will be interrupted and you will be asked to shut them down. Your full attention is important for them and for you.

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 – submit all assignments through NYU Classes/Assignments/TurnItIn

1. For Wednesday, June 29th, within one page submit your goals for this course through TurnItIn. List 2-3 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 Wednesday, July 20th, submit through TurnItIn the following:

**Review one management article** you find in a professional journal or a popular magazine/newspaper/blog, etc., **on any of the skills topics we cover.** Based on what you read, **write a one-page note to your manager**, geared to influence him/her to use one of the author’s concepts in your own work context. Show HOW what you propose will
benefit the organization [e.g., you, your manager, his/her boss, the department, your client(s), etc.] This can be an article you’ve read before or one you find but make it a topic that has some meaning for you in your current work or academic context. You’re going to get a grade one way or the other. Why not see this as an opportunity to increase your skillset and available options to influence those up the ladder?

Use what you know about your target audience to influence them. Draw on your “power and influence” skills to leverage your manager’s hot buttons so that he/she takes the action you propose! This may mean you have to learn something about influencing up the ladder.

BTW... they don’t care how smart you are. Smart is not enough! They do care about the value your suggestion might bring to them and/or the organization. Do NOT just state THAT there will be a benefit. Show HOW it will benefit.

Here’s what they’ll be asking themselves while reading your note:

1. **What** do you want me to know? […don’t restate nor retell the article]
2. **Why** is this important?
3. **What** do you want me to do, if anything?
4. **How** will this benefit my boss?

And, you have no more than ONE page to do all this! Your manager stops reading by the end of the page. You either get what you want or you don’t. **This is a Pass/Fail assignment.**

Facilitate/teach a class; lead a discussion/activity [7/18/16 – 8/8/16 = approximate; dates may change]

In assigned teams of 2-3 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 practical importance within the business arena. Lead a discussion/activity to demonstrate how it can be put into practice.
- **Distribute** a one-page executive summary outlining your presentation and a bibliography of sources to the class.
- **Email me** & copy ALL your team members… your PPT presentation, notes in the notes section of PPT, and handout materials at least 7 days beforehand. That will give me a chance to give you feedback and will give you a chance to revise/practice facilitating your session. I will post your PPT slides to NYU CLASSES after your presentation.
- **When emailing me** regarding a team issue, always copy all of your team members

**NOTE:** A draft team list will be posted in the ANNOUNCEMENT section closer to June 27th

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 influence and conflict resolution. *There are few “answers” in the business world but there is always a response!*

Topics and Tentative Dates:

1. Happy Days: 9 To 5 Doesn't Have To Feel Like 5 To Life! (= Stress) [7/18]
2. Setting Goals [7/18]
3. Giving Constructive Feedback Appropriately [7/20]
4. Coaching [7/20]
5. Preparing for and Delivering Performance Reviews [7/25]
7. Games People Play: Fostering Creativity and Innovation in Organizations [7/27]
9. Influence Without Authority [8/1]
10. Teams [8/1]
11. Managing & Leading Change [8/3] ➔ Professor-led
12. How to Delegate Effectively [8/8] ➔ this topic may be assigned or reassigned, which means a change may have to be made to one or two teams and topics…just as happens at work.

Choosing a topic:

*Consult with your team members. Make this more than an academic exercise! Pick a topic that means something to you and your work. You’ll get a grade no matter what! Why not improve your chances to be successful at work?!*

- Include your top three choices in case your first choice is already taken.
- One topic per team; no duplicates.
- Email me (mike.mazzarese@stern.nyu.edu) to let me know what topic your team has chosen on Wednesday, July 6th. Include the names of your team members and their email addresses.
- **Emails received before 5:30 A.M. on Wednesday, Wednesday, July 6th 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 through TurnItIn on or before Wednesday, August 10th 2016 no later than 9:00 p.m. Guidelines and an example will be posted in NYU CLASSES in mid-July.
5. I encourage individual conferences and will arrange them before class or by appointment.

G. How we will use NYU CLASSES during the course

Announcements

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

The FORUMS – (Discussion Board) A minimum of 5-6 substantive postings will be required. Your introduction does not count toward this requirement.

Each week we will use FORUMS to continue discussions started in class, to raise new issues or to address unexpected situations you may encounter at your workplace. 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.

➤ Forgetting grades for a moment… Why might you want to do something similar as a manager? What’s in it for you by opening the lines of communication SAFELY at work? …no rewards or penalties attached?

1. FORUM’s Rules of the Road
   a. Be courteous; be specific; stay on topic.
   b. If you disagree, address the issue or topic… not someone’s personality!
   c. Be a coach! Look for “responses”, not “answers”. Don’t “should” on people! 😊
      i. Ask open-ended questions, e.g., WHAT have you tried? HOW has it worked?, What else can you do?, etc.
      ii. Don’t ask questions that can only be answered with “Yes/No”.
      iii. Offer suggestions as to what you might do in similar situations.
      iv. Don’t tell others what to do. Ask them what THEY would do first.
   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 IN FORUMS 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 and Facebook! 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>
</tr>
</thead>
<tbody>
<tr>
<td>6/27/16</td>
<td>Your personal goals</td>
</tr>
<tr>
<td>7/6/16</td>
<td><strong>Groups, topics, dates ➔ TBA</strong></td>
</tr>
<tr>
<td>7/13/16</td>
<td>Through the Looking Glass</td>
</tr>
<tr>
<td>7/18/16</td>
<td>Problem-Solving Debrief</td>
</tr>
<tr>
<td>7/18/16 – 8/8/16</td>
<td>Group-led class discussions</td>
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<tr>
<td>7/20/16</td>
<td>Article Review/Proposal [➔ Feedback &amp; Coaching teams can submit on 7/25/16]</td>
</tr>
<tr>
<td>8/10/16</td>
<td>Final paper – <strong>due 9:00 P.M., through TurnItIn</strong> (Assignment Section)</td>
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Assignment Schedule

These assignments cover the topics. They are not necessarily in sync with your textbook. 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 …just ONE of the available resources… for the course. We do NOT re-read the book in class.

These assignments will probably 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.

June 29th; July 6th & 11th - Classes One, Two & Three

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

Required Assignments: Read Introduction …pp. 1-33* and Chapter 1 …pp. 44-78*
Complete
- Self-awareness assessments in Introduction (PIA) and Chapter 1
- Self-assessments in the Course Documents section of BB

Plan how you will use the Skill(s) in your own work setting.
E.g., p. 78. Do this for each chapter throughout the course.

June 27th ➔ Your personal Goals due through TurnItIn by 6:00 p.m.
* Page numbers refer to the 9th edition. They may differ from edition to edition

July 13th: Class Four [Problem-Solving Exercise]

Topic: Solving Problems Creatively – Class Activity

Required Assignments: Complete Self-Assessment & Read Chapter 3 …pp.133 – 185*
* Page numbers refer to the 9th edition. They may differ from edition to edition

July 18th: Class Five [Stress + Setting Goals]

Topic: Managing Stress [+ Setting Goals ==> See topic Index for p. #s]

Required Assignments: Complete Self-Assessment & Read Chapter 2 …pp. 85 – 131*
Read Part IV pp. 551 -559 – Conducting Meetings
* Page numbers refer to the 9th edition. They may differ from edition to edition
July 20th: Class Six [Feedback + Coaching]

Article Review/Proposal is due through TurnItIn no later than 9:00 a.m. Goals and Feedback teams can submit their book critique by email no later than 7/25/16

Topics: Communicating Supportively ➔ Feedback + Coaching

Required Assignments: Complete Self-Assessment & Read Chapter 4 ...pp.189 – 226*
* Page numbers refer to the 9th edition. They may differ from edition to edition

July 25th: Class Seven [Performance Reviews + Motivation]

Topics: Gaining Power/Influence (Performance Reviews) + Motivation

Required Assignments: Complete: Self-Assessment; Read Chapter 5 ...pp.227-261*
* Page numbers refer to the 9th edition. They may differ from edition to edition

July 27th: Class Eight – [Conflict + Creativity]

Topics: Managing Conflict + Fostering Creativity

Required Assignments: Complete: Self-Assessment; Read Chapter 7 ...pp.305-362*
* Page numbers refer to the 9th edition. They may differ from edition to edition

August 1st: Class Nine [Influence + Teams]

Topics: Empowering and Delegating + Building Effective Teams

Required Assignments: Complete: Self-Assessment; Read Chapter 8 ...pp.365 – 399*
* Page numbers refer to the 9th edition. They may differ from edition to edition

August 3rd: Class Ten [Leading & Managing Change]

Required Assignments: Complete: Self-Assessment; Read Chapter 9 ...pp.401-441*
* Page numbers refer to the 9th edition. They may differ from edition to edition

August 8th: Class Eleven [Delegating Effectively + Open Topics]

Required Assignments: Complete: Self-Assessment; Read Chapter 10 ...pp. 443 – 485*
* Page numbers refer to the 9th edition. They may differ from edition to edition

Topics: Open Topics ➔ Ethics, Office Politics, Meetings, Interviewing, Generational Differences, New Jobs/Careers, etc., Read Module B – Conducting Interviews, pp. 517 – 549.

August 10th: Off-site …not in class ➔ time to complete final paper
Topic: Final paper: Due through NYU CLASSES/Assignments/TurnItIn on or before August 10\textsuperscript{th} by 9:00 P.M.