



New York University
Leonard N. Stern School of Business
Department of Management & Organizations
Syllabus
Always Subject to Change – Revised 04/28/2023

DEVELOPING MANAGERIAL SKILLS (MGMT-GB.3321.S1) – FALL 2023

Section S1: Saturdays, 1:00 – 4:00
Location: Classroom KMEC Room: TBD &
TBD for ALG Meetings

Professor Valerie Belanger: vrb216@stern.nyu.edu
Office Hours: by appointment by Zoom or phone

COURSE OVERVIEW 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. Increasing self awareness and being open to feedback are important first steps in leading today's business for tomorrow's results. This course focuses primarily on the practical aspects of managing. While based on solid research, it stresses a hands-on approach to improving student management and leadership skills. Each session focuses on developing skills across the domains of the personal, interpersonal and group and leadership in context. Class sessions will give students an opportunity to learn, analyze, practice and apply the above skills to their own work situations so that they can turn good ideas into practice. Students learn not just about management skills but also how to apply those skills to get results.

DEVELOPING MANAGERIAL SKILLS focuses primarily on the interpersonal aspects of managing. Studies have shown that the average manager spends about two-thirds of his or her time interacting with others. It should be no surprise that skill in interpersonal relationships is one of the most frequent determinants of managerial success. You will have the opportunity to hone your ability to notice and attend to interpersonal dynamics as well as to increase your personal understanding of how you impact others. While readings are used to introduce ideas and concepts, the core learning material emerges in small group interaction through in-class exercises and small group meetings with your assigned ALG (action learning group).

We will focus on developing:

- **Your Personal Skills:** Learning Orientation, Self-Awareness, Authenticity and Values Exploration, Emotion Management and Wellness
- **Your Interpersonal Skills:** Communication, Self-disclosure, Giving and Receiving Feedback, Coaching, Appreciating Difference, Managing Conflict, Gaining Power and Influence
- **Your Group Skills:** Empowering and Delegating, Attending to Organizational Culture, Teaming, Facilitation

This course will give you an opportunity to assess, practice, learn 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 new mindsets and skills across contexts to help you be more effective in your interactions with others.

The overall design of this course is different than most. Each week will have a topic and set of related skills to practice. During the first half of class, we will review the topic and related skills, and discuss the research and applications at the conceptual level. During the second half of class, you will meet in small groups, your assigned "Action Learning Group" - aka your ALG- to practice one or more of the outlined managerial skills as well as to rotate through the role of being the

meeting “facilitator”. In short, this course is not passive – instead it offers the rich invitation to take initiative around the articulation of and dedication to your own personal learning goals, as well as to play an active role in developing your ALG and aiding in the learning of others.

Each student has a responsibility to “make things happen” in the ALG, regardless of if you are “facilitator” of that week’s meeting or not. Your learning will depend on the extent to which you are present and willing to get involved. “Detached observers” gain relatively little from this course. The amount you learn rests heavily on your being open and present, as well as on your willingness to get curious about the impact of your behavior in a group.

Learning in this course derives largely from your interactions with other people; hence, what you learn and get out of this course is very interdependent with what others are learning. Together, we will create and maintain **an intentional learning community**.

COURSE MATERIALS

The goal of the readings is to introduce you to concepts and research that can be applied to your experiential learning. In addition, there is a course “reader” that speaks specifically to applying some of the concepts to your ALGs. Please read the assigned chapters and articles prior to class, they will help you understand what is going on in your group and assist you in making that a more productive learning experience.

Whenever materials are available for free online, I have linked to them on the Assignments and Due Dates page of this syllabus. I have tried to keep the materials cost as low as possible. Most of the materials are available online using the links in this syllabus, posted in Brightspace or available for a small fee.

The main materials charge is \$110 for the Insights Discovery assessment ([I pay upfront and students reimburse me via venmo @Valerie-Belanger-1 or cash]). I do not want these costs to be a stressor for you or to interfere with your learning. If they are, I hope you will talk to me.

POLICIES AROUND CLASSROOM BEHAVIOR

Electronics in the Classroom (cell phones, iPads, laptops, etc...)

The above items are allowed during class only for Developing Managerial Skills topics/materials. Electronic devices are NOT to be used during your ALG time. If your electronics get in the way of any class activity, class will be interrupted and you will be asked to shut them down. Your full attention is important to the learning in this course.

Code of Conduct

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

Diversity Statement

The University strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

ACCOMMODATIONS AND RESOURCES

Students with Disabilities

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Health and Wellness

To access the University's extensive health and mental health resources, contact the NYU Wellness Exchange. You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

GRADING & ASSIGNMENTS

Component	Submission Process and File Name Protocol	Weighting (% of final grade)
Preparation for and Contribution to the Learning Community (ongoing)	Ongoing - 5 minute memos, attendance, participation, contributions in class and your ALG and your final ALG presentations	20%
Insights Discovery Reflection (Due: Oct 6)	Submit on NYUBrightspace	20%
Facilitator Report (Due: a week after your Lab)	Submit on NYUBrightspace within a week of facilitating	20%
Reflected Best Self Portrait (Due: Oct 27)	Submit on NYUBrightspace	20%
Article Review (Nov 17)	Submit on NYUBrightspace	10%
Final Reflection (Due: Dec 13)	Submit on NYUBrightspace	10%

More detail on each of these components appears on the following pages so read on...

Preparation for and Contribution to the Learning Community

As noted, this course is designed to be highly interactive and students play a central role in building and maintaining a learning community - in turn, your presence is critical to the success of the course. In addition to being present, it is important that you are also contributing in a useful way in the classroom and in your ALG. To that end, 20% of your grade will be based on the extent to which **you help your ALG develop and others learn.**

Attendance

If you will miss class, please let me know at least 60 minutes before class via email. If you do this, one unexcused missed class will not affect your grade. For an absence to be considered excused, a doctor's note must be provided or circumstances must be extenuating. Beyond this one freebie, every unexcused absence will result in a partial grade drop in your grade (e.g. A- to B+), with increasing drops with increasing absences.

Be on time

We will start class on time, regardless of whether we are starting as a full group or within ALGs. We all have complicated lives, but please know that coming late, or leaving early, affects your classmates, and thus, will also have a negative effect on your contribution to our learning community. With the long rows of our classrooms, it is difficult to not distract the folks around you. Please go to great lengths to be discreet if you must come late or leave early. We will take several breaks during each class session. In summary, being late is disruptive and if habitual, will be treated as an absence.

Professionalism

Anything that has potential to distract your classmates and/or me (e.g., technology, arriving late, private conversations during class) or that I view as unprofessional can impact your contribution to the learning community, as far down to zero or negative points (e.g. I reserve the right to give you negative points for this component of your grade).

Insights Discovery Reflection

Each student will be asked to take the [Insights Discovery Assessment](#) (by EOD on Sept 27) that will offer you a detailed, personalized report detailing your preferred styles of thinking, working and interacting with others. We will work with components of the reports in class on Saturday Sept 30, and you will be asked to write a 1-2 page reflection piece after reviewing your report in detail. There is a fee associated with this assessment - \$110. I ask that you reimburse me directly through Venmo for the cost of the assessment: @Valerie-Belanger-1

Facilitator Report

Each student will be responsible for designing and facilitating one ALG meeting, driving the purpose and process of the gathering. The meeting will be 75 minutes long, with the last 15 minutes allocated for a debrief of the hour long meeting itself. Facilitators should select a "Purpose" with the Participants in mind. Also consider ways in which this meeting can address the challenges of our current circumstances. The meetings will take place in the second half of class. (Exception: On Saturday, Nov 4, two ALGs will run back to back.)

After facilitating, write up a Facilitator Report that focuses on the team meeting for which you were in charge. Your report is due one week after your meeting takes place. This report can be written up in either sentence, bullet, or visual form, as long as an outside reader (me!) can follow your meaning-making. It should include these components:

Date of Your Meeting

1. Your design of the meeting
 - a. Your purpose or intention and planned process
 - b. Write this up before the meeting, but submit once the whole report is complete
 - c. If you facilitated an exercise, please include the complete facilitation instructions as an appendix
2. Reflections on the meeting itself
 - a. What worked and what didn't
 - b. What are your personal glows and grows
 - c. What surprised you
3. Feedback from your teammates
 - a. Team debrief at the end of the meeting
 - b. Individual-level feedback from learning teammates
4. Your learnings and how you would apply them in future meetings

Reflected Best Self Part A and Part B

The steps outlined in the HBR article assigned for Class 6 - [How to Play to Your Strengths](#). For complete information, review both the article and the information here together.

Step 1: Identify respondents and make the request – this is the Part A assignment

Make a list of people who know you well. Aim for 8-12 (knowing some people won't send you stuff in time). Less is also fine. I encourage you to describe the request in your own words, using this as an opportunity to practice "making an ask". Remember, you want a specific memory more than a list of adjectives. If you want a starting point, here is some phrasing and timing you might consider. "For this assignment, I need to ask people who know me well to provide me with one to three stories of when I was at my best in their eyes. Please provide as many details as you can remember so that I can understand the context, what happened, and what my positive contribution was. Best-self stories often capture things people say or do in critical times of everyday routines that make a difference. The due date for these stories is October 20th. Thank you for contributing to my growth and learning." If this step of the assignment is causing you concern or anxiety, come talk to me.

Step 1b: Two weeks in, do a status check. If you haven't heard back from some folks, you may want to check in, if you feel comfortable doing so. That said, many students do not receive responses from everyone. That is okay! Do not worry. It happens for lots of reasons - one of the most common reasons is that respondents feel tremendous (though unnecessary) pressure to come up with the perfect example and end up not responding as a result. Work with what you have. Perhaps, send out a few more invites. More is better, but as long as you have at least two in the end, it's all good.

Use your own judgment about whether to follow up on these. It's okay if you have far fewer than expected; just work with what you have. If you have not received any stories by the third week in October and still wish to submit this assignment, contact me as I have an alternate approach you can consider.

Step 2: Recognize patterns

Gather up all the stories you received and review them in aggregate. I like to print them out and put them on a wall so I can see them all at once. Look for themes and patterns. What shows up more than once? What surprises you? What had you forgotten or never noticed about your past interactions or impact on others?

Step 3: Compose your self-portrait – this is the Part B assignment

This is the actual deliverable. Write up a description of yourself which weaves together the themes of the stories by noon on October 28. You may want to start your self-portrait with the words "When I am at my best, ...". You need not include everything from the stories you received. Focus on what feels authentic and true to you (though it may also be surprising). This self-portrait need not capture every facet of who you are. Focus on the themes from the stories others shared with you. If writing this feels awkward (very normal), imagine that you are writing about a fictional character in the third person, using the stories as your raw data. You can change it to first person at the end. Aim for about 2-4 paragraphs - something like 250 words (not a hard rule).

Include the stories you received as an Appendix to your deliverable. If anything needs to be redacted or excluded, that is fine - put a placeholder in so that you remember something is missing. You want to create a complete document that will be easy for you to access years from now.

Step 4: Redesign your job (OPTIONAL)

Not required but the HBR article has suggestions on where you can go with your insights from this assignment.

Article Review

Find something in the news around managerial skills - comment on the article - what you agree with or disagree with, how it relates to your personal experience, what you might try as a result of reading it...what you are learning as you are trying this new thing. I want to see that you are taking the lead on driving your own learning agenda. One page reflection piece is just fine.

Final Deliverable

Your final assignment for this course is a deliverable of your own design. The purpose of this assignment is threefold: (1) to facilitate the retention of the core themes, ideas, research, and frameworks in the course; (2) to see what themes emerge in your development of your managerial skills and (3) to generate a deliverable that you can refer to in years to come. I encourage you to design this deliverable in a way that YOU will find it useful to reference in occasions such as a rough day at work or when switching jobs years after graduation or when facing a challenging organizational crisis a decade from now. These are ideal moments to capture your learnings in a way that is meaningful to you. Regardless of how you design your deliverable, you should plan to do the steps listed below:

- Re-read your Insights Discovery Profile and Reflection Paper
- Review Reflected Best Self material
- Review your handouts/notes/readings
- Consider conferring with your learning team

Hopefully, we will have at least one volunteer per learning team to share in our last class (more is welcome). Each sharing will be a few minutes long, with tremendous latitude in format. I encourage you to bring your authentic self to this opportunity. You are welcome to use your actual deliverable as part of what you share, or go outside of it. Tell us, show us, entertain us, engage us, reflect with us, trust us ... whatever feels real. By sharing your managerial skills learnings, challenges, and aspirations are, you add to everyone's growth. We want to know where you are and what you hope will stick with you. We want to celebrate your journey and our journey together.

CLASS SESSIONS

Saturdays, 1:00pm-4:00pm from 9/23/2023-12/16/2023

As noted above, generally the first half of class will focus on introducing concepts through short lectures and interpersonal exercises. The second half of class will be spent in small group interactions - Lab. Because of the heavy experiential orientation, you have to be there to learn. You won't get much out of someone else's notes. This is why such a heavy emphasis is placed on class attendance and contributions to the learning community in this course.

For full details on each week, see Brightspace. I will update materials and readings regularly. I've included a schedule and class topic below for your reference but again, please refer to the Lessons page on our Brightspace site for the most up to date schedule and links to assignments, readings and resources.

CLASS 1: Getting Started (Sept 23)

For our first class, please review the Syllabus and come prepared with any questions, there is no assignment due. In addition, read the opening chapters of the Interpersonal Dynamics Reader (IPD Reader), a "textbook" of sorts that was prepared for the delivery of a similar course at Stanford Business School and some additional articles outlined below:

1. Read Chapter 1 (Three Core Organizational Competencies) and Chapter 2 (Interpersonal Learning) from the IPD Reader
2. Read "Get Out of Your Comfort Zone: A Guide for the Terrified" by Andy Molinsky
3. Read "Learning is a Learned Behavior. Here's How to Get Better at It" by Ulrich Boser from *HBR*
4. Review Developing Managerial Skills List
5. *Optional* Read "The Difficulty of New Hobbies in Adulthood" by Olga Khazan from *The Atlantic*

CLASS 2: A Learning Orientation: Getting Clear About Your Learning Goals (Sept 30)

In preparation for this second class, please take the Insights Discovery Assessment by EOD on Sept 28. I will send out the PDFs of your personalized reports by Friday, Sept 30 - and we will discuss and work with the assessments in class on Saturday, October 1. Also this week I will walk you through the framing of the RBS exercise and we will address questions and logistics for a successful assignment.

1. Complete your [Insights Discovery Assessment](#) by **Sept 27**. Your reflection piece is due by **Thursday Oct 5** after reviewing reports in class together on Sat, Sept 30.
2. Watch this [VIDEO](#): The Power of Believing that You Can Improve
3. Read Chapters 1 & 2 of [Atomic Habits](#) by James Clear
4. Read "Teaching Smart People How to Learn" by Chris Argyris, *HBR*
5. *Optional*: Review Tolerance of Ambiguity Scale

CLASS 3: Introduction to Your ALG and Interpersonal Learning (Oct 7)

We will launch our ALGs this week. In preparation for this third class:

1. Begin the process of soliciting feedback (Step 1) for your Reflected Best Self Exercise (RBS). The RBS is a multi-step process and I recommend you review the 6 steps in detail and plan ahead - without input from others this exercise will fall short.
2. Review terms and expectations around what it means to facilitate a Lab Meeting in the Syllabus - plan accordingly - and the Facilitation Tips list

3. Read Chapter 3 from the IPD Reader (T-Groups and The Nature of Experiential Learning) and come prepared with any questions. Interpersonal learning through a "T-group" or what we call a "ALG" is likely new to you.
4. Read "The Complexity of Identity" by Beverly Daniel Tatum

Lab Launch: During this initial meeting of your ALG, as a group you need to accomplish two things: "Who I Am" Exercise and name the Facilitators for upcoming ALG meetings (Oct 14, Oct 21, Oct 28, Nov 4, Nov 11, Nov 18, Dec 2, Dec 9). Please have one representative from each ALG import the list of facilitator names into this [Google Doc](#) by end of class on Oct 7th.

CLASS 4: Interpersonal Communication (Oct 14)

This week we will review the core skills underlying effective interpersonal communication with a focus on different types of listening. In preparation for class:

1. Watch [Listen to Learn](#) by Jennifer Garvey-Berger
2. Read Chapter 4 from the IPD Reader (Communication: It's Different Than Talking)
3. Listen to Freakonomics podcast: [How to Make Meetings Less Terrible](#) by Stephen J. Dubner
4. Read "The Surprising Power of Questions" by Alison Wood Brooks and Leslie K. John, HBR 2018
5. *Optional:* Chapter 3 on Listening from [Co-Active Coaching](#) by Karen Kimsey-House, Henry Kimsey-House and Laura Whitworth
6. *Optional:* Listening Assessment Survey

ALG #1: Named Facilitator leads ALG #1.

After Lab: All participants complete a [Three Minute Memo](#) within two days. The Facilitator completes the Facilitator Report, see assignments listing for full details.

CLASS 5: Being Known and Self Disclosure (Oct 21)

In preparation for this fifth class, prepare the **Two Column Exercise** (posted in Brightspace) as pre-work and:

1. Status check your Reflected Best Self - Step 1b by **Thursday, October 19**
2. Read "Building Trust Through Skillful Self Disclosure" by Lynn Offermann and Lisa Rosh
3. Read Chapter 5 from the IPD Reader (Being Known — Issues in Self-Disclosure)
4. Read "Unless You're Oprah, 'Be Yourself' Is Terrible Advice" by Adam Grant

ALG #2: Named Facilitator leads ALG #2.

After Lab: All participants complete a [Three Minute Memo](#) within two days. The Facilitator completes the Facilitator Report, see assignments listing for full details.

CLASS 6: Authenticity (Oct 28)

This week we will review the concept of Authenticity and you will have the invitation to share reflections from your RBS with your classmates. In preparation for class:

1. Complete Step 2 of Reflected Best Self: Recognize Patterns and then move into Step 3: Compose your self-portrait - part B of the assignment - the part you will submit by noon ET on **Friday, October 27**
2. Read "To Become Your Best Self, Study Your Successes" by Laura Morgan Roberts, Emily D. Heaphy and Brianna Barker Caza, HBR
3. Read "The Authenticity Paradox" by Herminia Ibarra, HBR
4. Read "What to Ask the Person in the Mirror" by Robert S. Kaplan, HBR

ALG #3: Named Facilitator leads ALG #3.

After Lab: All participants complete a [Three Minute Memo](#) within two days. The Facilitator completes the Facilitator Report, see assignments listing for full details.

CLASS 7: Midterm: Support Group Meetings & ALG #4 (Nov 4)

We are at the midterm of the course. It is an important juncture to stop and reflect on your learning in the course to date. Instead of a lecture, this session will be entirely interpersonal and experiential. For the first part of class (from 1-2:30) you will meet with 2-3 other students - your assigned support group - to discuss your learning to date in the course. See guidelines on Brightspace. Then you have a 15 min break. The second part of the class will be in your ALG from 2:45-4:00 (reserve the last 15 minutes for feedback to the facilitator and completing the 3 Minute Memo).

ALG #4: Named Facilitator leads ALG #4

After Lab: All participants complete the [Three Minute Memo](#) within two days. The Facilitators complete their Facilitator Report, see assignments listing for full details.

CLASS 8: Manage Your Emotional Culture (Nov 11)

In class we will move from a focus on the individual towards exploration of teams, groups and org culture. In preparation for this class:

1. Read [Manage Your Emotional Culture](#) by Sigal Barsade and Olivia A. O'Neill, *HBR*
2. "Leadership That Gets Results" by Daniel Goleman, *HBR* (2000)
3. "I never wanted to be a manager - but I've learned" interview with Selina Lo, *NYTimes*
4. Optional Read: "What Makes a Leader" by Daniel Goleman, *HBR* (1998)
5. Optional Read: [How to Be Emotionally Intelligent](#) by Daniel Goleman, *NYT*

ALG #5: Named Facilitator leads ALG #5.

After Lab: All participants complete a [Three Minute Memo](#) within two days. The Facilitator completes the Facilitator Report, see assignments listing for full details.

CLASS 9: Giving, Seeking, Receiving Feedback (Nov 18)

In class we will dive into feedback as a cornerstone of professional development learning. Article review due Nov 17th.

1. Read Express Appreciation, Chapter 3 from [Beyond Reason](#) by Roger Fisher and Daniel Shapiro
2. Read [You Can't Be a Great Manager if You're Not a Good Coach](#) by Monique Valcour, *HBR*
3. Review Powerful Questions for Peer Coaching, a helpful guide to keep on hand.
4. Read [Why Performance Reviews Aren't Working. Questions for Jim Baron](#) from Yale Insights
5. Optional: Read [How to Ask for Feedback That Will Actually Help You](#) by Peter Bregman, *HBR*
6. Optional: CCI "Feedback that Works" by Sloan R. Weitzel

ALG #6: Named Facilitator leads ALG #6.

After Lab: All participants complete a [Three Minute Memo](#) within two days. The Facilitator completes the Facilitator Report, see assignments listing for full details.

FALL BREAK - NO CLASS (Nov 25)

CLASS 10: Gaining Influence (Dec 2)

In class we will explore the topics of power and influence and you will have your last facilitated ALG meetings. In preparation for class:

1. Read Chapter 1, The Truth About Power: What It Is, What It Isn't, and Why It Matters from [Acting With Power](#) by Deborah Gruenfeld
2. Watch [Deborah Gruenfeld on Power and influence](#)
3. Read Chapter 10: Exercising Influence without Formal Authority from [Becoming a Manager](#) by Linda Hill
4. Optional: Read "Power Causes Brain Damage" by Jerry Useem, The Atlantic

ALG #7: Named Facilitator leads ALG #7.

After Lab: All participants complete the [Three Minute Memo](#) within two days. The Facilitator completes the Facilitator Report, see assignments listing for full details.

CLASS 11: Championing Inclusion (Dec 9)

In this second to last class, we will discuss the importance of diversity and inclusion in the workplace. You will have an opportunity to check in with your Support pairs/trios one last time and will be invited to prepare a group presentation with your ALG members to synthesize learnings. Please read the following in preparation:

1. Read "The Power of Talk Who Gets Heard and Why" by Deborah Tannen, HBR
2. Read [How Diversity Makes Us Stronger](#) by Katherine W. Phillips, Scientific American
3. Read "Introduction: Good-ish People" from [The Person You Mean To Be](#) by Dolly Chugh
4. Optional: Research: To Excel, Diverse Teams Need Psychological Safety by Henrik Bresman and Amy C. Edmondson

ALG #8: Named Facilitator leads ALG #8.

CLASS 12: Building Effective Teams and Course Close (Dec 17)

In preparation for our final class together, prepare and submit your Final Reflection Paper by Dec 13. Also come prepared to share out to the full class your ALG reflections. Readings for the last class:

1. Read [What Google Learned From Its Quest to Build The Perfect Team](#) by Charles Duhigg, NYT
2. Read Chapter 11: Building an Effective Team and Chapter 12: Learning for a Lifetime from [Becoming a Manager](#) by Linda Hill
3. Read [For Great Teamwork, Start with a Social Contract](#) by Christine M. Riordan and Kevin O'Brien
4. Optional: Read [Culture as Strategy](#), intro of [An Everyone Culture: Becoming a Deliberately Developmental Organization](#) by Robert Kegan and Lisa Lahey
5. Optional: [The Remote Work Assessment](#) by Tsedal Neeley

COURSE MAP

Sept 23, 2023 - Dec 16, 2023
 Saturdays, 1pm-4pm

Topic and Date	Class Content & Activities*
Class 1 (Sept 23) Getting Started	<ul style="list-style-type: none"> - Course overview - Intro to student directed learning components - Getting Ready Skills Review - Cynefin: Managing Complexity

<p>Class 2 (Sept 30) A Learning Orientation - How to get better at getting better</p>	<ul style="list-style-type: none"> - Insights Discovery Debrief - Learning Orientation Skills Review - Behaviors vs. Impact
<p>Class 3 (Oct 7) Intro to ALG & Interpersonal Learning</p>	<ul style="list-style-type: none"> - Launch ALGs - “Who I Am” Exercise - Begin Reflected Best Self process
<p>Class 4 (Oct 14) Interpersonal Communication</p>	<ul style="list-style-type: none"> - Clear, clean and connected communication - Listening to Learn - ALG #1
<p>Class 5 (Oct 21) Being Known & Self-Disclosure</p>	<ul style="list-style-type: none"> - Insights Cards Exercise - Two-column Exercise in Class (related pre-work) - ALG #2
<p>Class 6 (Oct 28) Authenticity</p>	<ul style="list-style-type: none"> - Reflected Best Self Debrief - Polarity Mapping - Preparing for Midterm - revisiting Learning Goals - ALG #3
<p>Class 7 (Nov 4) Midterm Reflections</p>	<ul style="list-style-type: none"> - Support Group Meetings - ALG #4
<p>Class 8 (Nov 11) Managing Your Emotional Culture</p>	<ul style="list-style-type: none"> - Meso Levels - from individual to team/group/org - Mood Meter - ALG #5
<p>Class 9 (Nov 18) Giving, Seeking, Receiving Feedback</p>	<ul style="list-style-type: none"> - Offering and Receiving Powerful Feedback - ALG #6
<p>Class 10 (Dec 2) Gaining Influence</p>	<ul style="list-style-type: none"> - Power Mapping - Power Up/Power Down - ALG #7
<p>Class 11 (Dec 9) Championing Inclusion</p>	<ul style="list-style-type: none"> - Navigating Difference - Support Group Meetings - ALG #8

Class 12 (Dec 16) Teaming & Closing the Course	<ul style="list-style-type: none">- Teaming- ALG Reflections- Closing the course
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*Faculty reserve the right to modify and/or change the course syllabus as needed during the course