

Course Description: This is an eclectic course aimed at developing a deep understanding of selected topics which contribute to personal and career development and effectiveness. The course examines the interrelatedness between cognitive and affective aspects of executive behavior and managerial decision making. Depending on student needs, course coverage includes topics such as individual self-analysis of leadership style, communications skills, personal goals and values, interpersonal skills, team-building, negotiation skills, conflict management and group dynamics.

Course Objectives: In CR-507 students are exposed to the importance of management development activities in the corporate setting, with specific focus on the skills required for enhancing organizational and personal success. Such awareness arises from both a conceptual and applied perspective. Sensitivity to cultural differences and personal values, strengths and weaknesses and goals are developed. Students who complete CR 507 successfully, are more aware of their personal goals and values and their own management style and are more confident about ways to reinforce or change those attributes as a means of becoming a more effective executive and a more effective person.

Methodology: The course is conducted using a combination of lecture, small group activities, class discussion, individual and group presentations, AV resources, guest speakers and self-diagnostic instruments. Active participation by students is expected each time class meets. Meaningful participation requires serious student preparation outside of class.

Texts: Covey, Stephen R. *The Seven Habits of Highly Effective People*. New York: Simon and Shuster, 1989.

Goleman, Daniel *Working With Emotional Intelligence*. New York: Bantam Books, 1998.

Nuernberger, Phil *The Quest For Personal Power*. New York: Penguin Putnam, Inc. 1996.

Daft, Richard L. *The Leadership Experience*. New York: Harcourt College Publishers, 2002.

Course Requirements and Grading: This course requires substantial reading, reflection and classroom participation. Each student is expected to prepare prior to each class meeting, to raise issues for thought and discussion, and to encourage your fellow

students in meaningful dialog. A willingness to explore as well as contribute ideas that facilitate learning and personal development is essential. The term grade will be computed according to the following weighting:

Book Report	25%
Self-development action plan	25%
Class Participation	25%
CEO Report	5%
Course Examination	20%

The participation component is influenced by attendance as discussed in the *College Bulletin of Information*. In addition, excessive absences will result in a proportional reduction of the final grade. Please discuss unavoidable absences with the instructor in advance, if possible, and do whatever is necessary to make up missed activity. In addition to attendance, students are expected to engage in and discuss various learning experiences.

Other Reading: Daily reading of *The Wall Street Journal*. Beginning on the second night of class, students will report on key articles published in the preceding week's issues of the WSJ. Articles will be related leadership and or management techniques expressed my managers reported in the Journal. Each student should be prepared to summarize one article each time class meets. These presentations will be considered in assigning class participation grades.

CEO Report. See separate handout.

Book Report. A written comparative analysis of all four books is required. Your analysis should be 10-12 double spaced typed pages and should conform to graduate level academic standards. Further details will be discussed in class long before the assignment is due.

Self-Development Action Plan and Personal Mission Statement. Each student is required to write a self development action plan consisting of: (1) a detailed analysis of strengths and weaknesses; (2) clarification of personal and professional values and goals; (3) an identification of skills that require development; (4) a detailed plan of action outlining the strategies that will be followed to achieve goals and enhance skill building.

The Plan will require three iterations and its development is an essential aspect of this course. Each iteration will be reviewed and feedback given. The third iteration will be graded. At the end of the course each student will have a well-developed individual action document of considerable personal value.

Self-Diagnostic Instruments. Throughout the course, self-diagnostic instruments will be used. A modest charge will be made for these instruments.

Group Projects and Activities. Throughout the course group projects will be assigned. While each group will not necessarily report each night of class, group reports from one or

more groups will be heard during several class sessions. Group assignments will be made during class.

COURSE SCHEDULE

DATE	TOPIC(S)	ASSIGNMENT
8/31	Introduction & Course Overview	
	The Brain Quiz	
9/7	Seven Habits	Covey
	WSJ Articles	Daft, Ch. 1, 4, 6
9/14	Seven Habits	Covey
	WSJ Articles	
	CEO Reports	
9/21	Working With Emotional Intelligence	Goleman
	Action Plan, First Draft Due	Daft, Ch. 5
	WSJ Articles	
9/28	Working With Emotional Intelligence	Goleman
	WSJ Articles	Daft, Ch. 8
10/5	Working With Emotional Intelligence	Goleman
	WSJ Articles	
10/12	Personal Power	Nuernberger
	Action Plan, Second Draft Due	
	WSJ Articles	
10/19	Leadership Models	Daft, Chs. 2, 3, 7
	WSJ Articles	
10/26	Leadership Models	Daft, Chs. 9, 10, 11
	WSJ Articles	
11/2	Leadership Models	Daft, Chs. 12, 13
	Action Plan, Final Draft Due	
	WSJ Articles	
11/9	Concluding Discussion	Daft, Chs. 14, 15, 16
	Book Reports Due	
	WSJ Articles	
11/16	Course Examination	

