

**DEVELOPING MANAGERIAL SKILLS (MGMT-GB.3321.X) – SPRING 2026**

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KMC 7-55

Undergrad Assistant:

Office Hours: by appointment

Class Platforms:  
Brightspace (class recordings) and  
Google Drive/Docs/Sheets/Slides (everything else)

Tip: Put “MSkills” in email subject line for fastest response

## Welcome to “MSkills”!

**This course will help you be the boss that amazing people want to work (hard) for.  
And, it will help you feel energized by and worthy of that responsibility.**

To do that, we will focus on the personal, interpersonal, and group skills needed to be an effective manager:

- A clearer sense of who you are and the impact you (could) have in a variety of managerial situations
- An understanding of the possible approaches to different managerial situations
- A point of view on the right approach for you in this particular situation
- The tools to implement that approach
- A lifelong learning approach to future situations you encounter

The skills we will work on are useful regardless of whether you are formally managing others. You can use these skills:

- When formally managing others at work
- When interacting with peers
- When managing up
- When managing people in your personal life (e.g. childcare providers)
- In daily interpersonal interactions



*Greetings from the Chugh/Singh family puppy, Cocoa Bean! He loves syllabi. You'll learn a few fun facts about him as you read through this one. Keep an eye out because when you complete the required background survey, knowing these fun facts will make you eligible for the cold call immunity raffle.*

## Course Materials

I have made a concerted effort to minimize out-of-pocket costs. **I do not want cost to be a stressor for you in this course. If it is, talk to me and I will ensure you have what you need and promise to give you a chance to do the same for a future student down the road.** Most of the materials are available free online using the links in this syllabus (you may need to create a free log-in) and through pdfs we have downloaded to Google drive and through Bobst Library. Here is the breakdown:

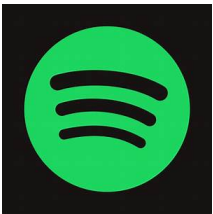


1. **Prep Materials for class:** The prep material for class is a combination of articles, videos, and podcasts, and we have curated a selection which is all available at no cost online. On the last page of the syllabus, you will find links to everything. In addition to the links, we have duplicate methods for you to get the content. We have loaded up the Google Drive at Prep Material with pdf downloads and transcripts of videos (if the transcript does not appear at the link itself). You can also access many of the articles (e.g. HBR, if you prefer not to create the free log-in) using these [instructions](#) via NYU Libraries. Finally, to listen to rather than read material, feel free to use the audio reader of your choice (e.g. naturalreaders.com) to convert any of the text to spoken form. If you find any materials hard to get to or not fully accessible, please let us know so that we can address it.
2. **MBTI Assessment:** \$24.58 for the MBTI assessment [MBTI: I pay upfront and students reimburse me via venmo @Dolly-Chugh]. If you have official results from a prior taking of the MBTI, you do not need to re-take. Link on course map. Fun fact: the wonder puppy can high five human friends.
3. **Novel from list of options in this syllabus:** Buy or borrow (IMPORTANT: wait until selections are made). Print, electronic, or audio welcome.

### MSkills Class Traditions

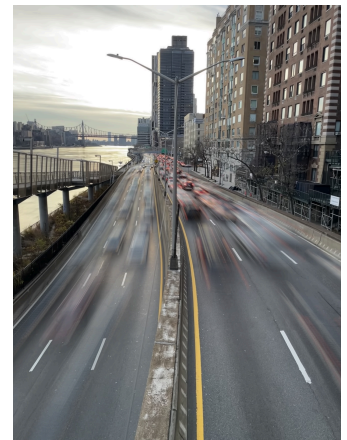
This marks my sixth year teaching this course and over time, some traditions have emerged. I look forward to sharing some of these traditions with you, so that you can make them your own:

- Three Minute Memo
- Shout Outs and Own Its
  - Class Playlist
  - Class Norms



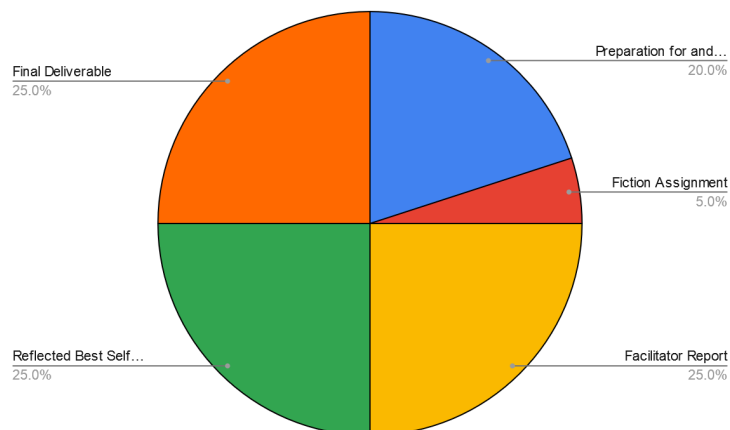
### Acknowledgements

I started teaching this course in 2016 and it's gotten better every year, thanks to the contributions of countless, amazing students and colleagues. I am also grateful to the Women of Organizational Behavior facebook group, my colleagues in the Management and Organizations department, Rena Seltzer, Sue Valdivia, Steve Reuther, Jenny Meltz. Rebecca Meyer, the KIPP Foundation, Jeana Marinelli, the Stern Learning Science Lab, Asha Chugh Singh, Maya Chugh Singh, and Amy Wrzesniewski. And shout out to Nate Pettit for many sources of inspiration, including the idea to include an Acknowledgements section. Teaching is not a solo enterprise and I am grateful for the many who have made this course better.



## Grading

Component (for details, see subsequent pages)	Weighting (% of final grade)
Preparation for and Contribution to the Learning Community	20%
Fiction Assignment (Tues) Fiction survey only (Thurs)	5%
Facilitator Report	25%
Reflected Best Self exercise (parts A and B)	25%
Final Deliverable	25%



### Honor Code

My hope is that you are here to learn. I think highly of you and your integrity, and hope you see yourself the same way. Please check in with me if you are uncertain about what represents an honor code violation. Here are just a few of the ways in which the honor code applies.

- I reserve the right to submit written work to plagiarism detection software.
- Do not view anyone else's work prior to doing your own, or discuss exercises with students who have already done the exercise in class (e.g., another section) or discuss an exercise with others who have yet to have class.
- If you are familiar with a case or exercise introduced in class, please do not be a "spoiler" in any way. I know many ways in which to still make the class extra useful for you in these cases, just let me know in advance.
- No recordings of any kind can be made of class without my permission.
- All exercises and their "solutions" are confidential and are not to be circulated or shared in any form.
- No recordings or photos or screenshots of class are to be shared within or outside of class in any form, especially in a way that would make a classmate uncomfortable. Any violation will be treated as an honor code violation.
- True: Our boston terrier is in the 90th percentile when it comes to weight for his breed.

### Please let me know

If you have a qualified disability and will require academic accommodation during this course, please first contact the Moses Center for Students with Disabilities and then share their letter with me as soon as possible. I am happy to work with you to make sure your goals are met so please feel free to reach out.

**More broadly, if you have information to share with me about the optimal way in which you learn, please let me know (regardless of whether there is documentation to share). This includes any mobility issues as some activities take us out of our seats in the classroom.** I am new to captioning, alt-text, and other accessibility protocols and welcome any feedback about how to improve or expand my practices. Please know that I am very willing to collaborate with you to create a supportive learning environment. Again, please reach out sooner rather than later and assume that I will be interested in hearing from you on these issues. Let's work together.

## Preparation for and Contribution to the Learning Community

### Attendance

Learning in this course is a collaborative enterprise, and thus, **on-time attendance is required**. We use three minute memos at the end of class to track attendance.



We do understand, however, that life happens, and you may need to miss class. There are two situations in which such an absence will be excused, as long as you **let your learning team, your TF and me know at least 60 minutes before class via email (include all of us on the same email so that we are all in the loop; everyone's contact info is on the first page of this syllabus)**. The two situations are:

(1) Extenuating circumstances (this includes COVID-related travel/quarantine/health/safety issues). If you must miss class due to extenuating circumstances, then we can make available to you a class recording that you can use to make up the class. In this case, it would be OK to Zoom/Facetime/Whatsapp etc. into the learning team segments of class if you felt well enough to do so. Attending learning team segments—as with attending other parts of class—is a professional commitment. Accordingly, if you cannot attend at all, it is your responsibility to arrange the appropriate coverage for your absence.

(2) One freebie (one missed class) for non-medical, non-emergency reasons for the semester without penalty. This one unexcused missed class will not affect your grade.

Again, **if you will miss class (including for extenuating circumstances,, your freebie, or any other reason), please let your learning team, your TF and me know at least 60 minutes before class via email (include all of us on the same email so that we are all in the loop)**. A good rule of thumb is to treat this course as a workplace.

Every unexcused absence will result in a partial grade drop in your grade (e.g. A- to B+), with increasing drops with increasing absences. Important: Learning Team facilitator meetings are considered class.

We will record class using the ceiling cameras and post the videos on Brightspace the following day. If you miss class, please turn to these videos, your learning team, and your TF to catch up.

### Preparation

Everything on this syllabus is offered to you with intentionality and respect for the many demands on your time. I have deliberately used multiple modalities (text, video, audio), selected material which is evidence-based and practical, and tapped a range of perspectives. I rarely review the prep material in class, as that is redundant with your prep before class. We may or may not discuss these materials in class but this is not because I do not think they are valuable; in fact, students often mention this prep material as being particularly valuable on the course evaluation. I estimate you will need 30-90 minutes to read/listen to/watch all of the prep material each week. If you need to make tradeoffs with other demands in your life, I suggest picking the two pieces whose titles most hook you. In addition, you can find optional additional reading that I have curated [here](#).

### Technology use

Class will be conducted in-person, although there may be instances where remote learning team members use technology (Zoom, Facetime, Whatsapp, etc.) to dial-in to the learning team segments of class. Please keep your phones stored away and turned off/on airplane mode (if you face extenuating circumstances and you need to keep your phone on and available to you, please communicate this to us).

**Be on time**

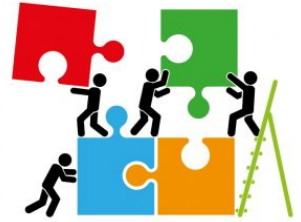
We will start class on time, regardless of whether we are starting as a full group or as a learning team. We all have complicated lives, but please know that coming late, or leaving early, affects your classmates, and thus, will also have a negative effect on your contribution to our learning community. We will take several breaks of varying lengths during each class session. Also, did you know that our little guy loves baths?

**Professionalism**

Anything that might distract your classmates and/or me (e.g., distracting or inappropriate virtual backgrounds, chatbox conversation) or that I view as unprofessional can impact your contribution to the learning community. I reserve the right to give you zero or even negative points for this component of your grade.

**Shout Outs / Own Its**

One of the critical managerial skills we will practice in every class is the skills of noticing/appreciating what is excellent in others and noticing how our actions may inadvertently create challenges for others. To that end, we will do “shout outs” / “own its” at the end of every class. Please plan on doing a minimum of 1 public shout out/own it per semester, while sharing airtime with others who have yet to participate to ensure you get practice on this skill and credit in your participation grade. I may also cold call people for shout outs and own its. Every semester, this becomes a cherished tradition (in fact, when I sometimes forget, students inevitably remind me).



## **Fiction Assignment**

*Submit selection survey and reflection survey*

*Links to all books can be found on my [Goodreads Bookshelf](#). Books can be bought or borrowed - non-obvious options include [thriftbooks.com](#), [libro.fm](#), [bookshop.org](#), and your local library.*

Read anything good lately? Well, here is your chance to read some fiction and build your managerial skills at the same time. You will be selecting one of the books below (print, electronic, or audio) as your fiction assignment (a few are memoirs, but similar to fiction, offer insight into the thoughts of another) and then discussing it with other students who selected the same book. I encourage you to select a book that you might not ordinarily run across or choose to read on your own (e.g. perhaps select a protagonist or author who seems very different from you). **If you wish to sample books or read reviews, do so before the selection survey deadline, as your selection is a firm one.** Some of these books delve into potentially sensitive or upsetting topic and some have been the focus of controversies, so select with your own needs and preferences in mind. We will ask you for your top three choices. If there are books with fewer than three people signed up for your top choice, we will go to your second or third choice. If lots of people sign up for the same book, we may break you up into two groups.

You may encounter one or more of these themes / tensions: Dreams and Regrets, Wealth and Poverty, Power and Status, Inclusion and Exclusion, Capitalism and the American Dream, Complacency and Revolution, Meaning and Emptiness, The Role of the Individual in Society, Individual and Shared Identity, Growth and Stagnancy, Technology and Intimacy, and Role of Work in Our Lives. **To be clear, few of these books are explicitly about “managerial skills.”** Rather, we will reflect on: What does fiction have to do with managerial skills? How does reading fit into your life now vs in the past vs in your future? What alternative activities yield the same benefits to you as reading?

OPTIONS TO COME.

## Facilitator Report

Share a google doc on google drive with Dolly Chugh and FILL IN. Give us editing access.

Name as: "FacilitatorReport.SectionXX.LastName.FirstName"

### Part 1: Design and Facilitate a Meeting

Each student will be responsible for designing and facilitating an in-person or virtual learning team meeting, including the agenda, location/platform, and process. If your learning team has five people, then you will have five meetings, outside of class time. Team Member #1 is responsible for scheduling Team Meeting #1 and submitting Facilitator Report #1 (and so on). Each meeting should be a total of 60 minutes long, with the last 15 minutes allocated for a debrief of the meeting itself. Facilitators are responsible for scheduling the meeting well in advance. Look at last page of syllabus for details on in-class time blocked. You can use this time as a default or if everyone agrees to a different time, meet outside of class time. Facilitators will also select/reserve the technology/location for the meeting and ensure everyone has access/directions to that technology/location. One option is Zoom, which all students can access, but this is not the only option. Use this meeting as an opportunity to learn and take risks. You can do things like breakouts even in a meeting as small as four people, for example. As before, facilitators should select a "Purpose" (think about the P's) with the Participants in mind.



### Part 2: Observe and Analyze a Meeting

In addition, make arrangements to observe an in-person or virtual meeting. Ideally, it's a meeting that you are not a participant in (work, school, volunteer work, religious community, neighborhood). Ask a friend or colleague to let you sit in and observe. Take note of the timing issues of getting this observation done in time for your facilitation report due date.

If it is difficult to arrange a meeting to observe, then select a meeting you are attending but not facilitating. It could also be a virtual class you are attending (mine or someone else). You may also have someone in your living space attending virtual meetings or classes you could observe.

Note that the due dates for the Report (and thus for Parts 1 and 2) are staggered throughout the semester so that each team member has a different due date (see last page). There is no formal page min or max. This report can be written up in either sentence, bullet, or visual form, as long as an outside reader (TF/me) can follow your meaning. It should include these components with evidence of strengths, weaknesses, and new learnings:

#### Part 1: Your Meeting

1. Your design of the meeting
  - a. One possible framework is the six P's (including P for place, which refers to platform for a virtual meeting)
  - 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

*Part 2: The Meeting You Observe:* What worked and didn't work in this meeting. Analyze its effectiveness and make recommendations. Our canine friend is so high-energy, we got him a "fitbark" - a fitbit for dogs - just to marvel at his energy expenditure per day.

### **Reflected Best Self Part A and Part B**

Submit Part A with this [form](#)

Share Part B as google doc on Google Drive with Dolly Chugh and FILL IN. Give us editing access.

Name as: "RBS.SectionXX.LastName.FirstName"

This assignment is described in the HBR article assigned for Class 2 - [How to Play to Your Strengths](#). Please review **both** the article and the clarifying instructions I offer below.



#### **Step 1: Identify respondents and make the request – “Part A”**

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" or even better, "making an awkward 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. I suggest you propose that the stories be submitted by March 15 (but do whatever works best for your schedule). Thank you for contributing to my growth and learning." If this step of the assignment is causing you concern or anxiety, talk to us.



**Step 1b:** By April 1, 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. 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. 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. If you have not received any stories by early April, reach out to your TF and we can problem solve. No need to stress.

#### **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 impact on others? You may also have received peer feedback in the course which you want to integrate. Fun fact: Cocoa loves it when you blow bubbles and he can play with/eat/chase them.

#### **Step 3: Compose your self-portrait – “Part B”**

This is the actual deliverable. Write up a description of yourself which weaves together the themes of the stories. 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. Be explicit about how these qualities are relevant to your managerial skills. 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). Stuck? Ask your TF for help. Additionally, 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: Apply to your job (OPTIONAL)**

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

FROM PREVIOUS YEARS / SUBJECT TO CHANGE

## Final Deliverable

Submit on Google Drive, sharing with Dolly Chugh and FILL IN. Give us editing access.

Name as: "FinalDeliverable.SectionXX.LastName.FirstName"

Be sure to submit the [Final Deliverable Survey](#) as well.

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 on occasions such as a rough day during your first post-MBA position 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:

- Check out our class toolkit on Google Drive
- Re-read your Reflected Best Self material
- Go over your three minute memos
- Review your handouts/notes/readings
- Look at your reflections on your fiction selection
- Consider conferring with your learning team or another classmate



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, 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.

I am truly open to almost anything which supports your learning.

In summary, craft a final deliverable which is:

- Useful to You - something both your present and future self find useful.
- Sticky - something you will remember when we run into each other at a random airport one day.
- Enjoyable - if you don't have fun doing this assignment, you are doing it wrong.

Fun fact: Cocoa is a Boston Terrier.



12 - 4/26	Reading/Telling Stories	Your selected book + <a href="#">Can Literature Teach</a>	<a href="#">How Brain Responds to Stories (V. 14<sup>th</sup>)</a>	<a href="#">Book reflection survey</a>
13 5/3	Integrating Learnings Metaphors, Shares	Catch up from previous weeks	<a href="#">Why Mid Man'mt - Hardest Job (V. 5<sup>th</sup>)<sup>6</sup></a>	Final deliverable+ <a href="#">survey</a>

\*\* For in-class Learning Team meetings, the schedule will be: **Tues am:** 9 - 10 learning team, 10:00 - 10:20 break, 10:20 - 11:50 regular class

**Tues pm:** 1:30 - 3:00 regular class, 3:00 - 3:20 break, 3:20 - 4:20 learning team. **Thurs pm:** 6:00 - 7:40 regular class, 7:40 - 8:00 break, 8:00 - 9:00 learning team

FROM PREVIOUS YEARS / SUBJECT TO CHANGE

## **Additional Information**

### **ACADEMIC INTEGRITY**

For graduate students, information can be found here:

<https://www.stern.nyu.edu/uc/codeofconduct>.

To help ensure the integrity of our learning community, prose assignments you submit to NYU Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

### **GENERAL CONDUCT & BEHAVIOR**

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations for Graduate and Undergraduate students.

(<https://www.stern.nyu.edu/portal-partners/registrar/policies-procedures/general-policies/code-conduct>)

(<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Student Conduct Policy

(<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

### **Graduate Recommended Language**

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at

<http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

Graduate students can also reach out to the Academic Advising team at [academicaffairs@stern.nyu.edu](mailto:academicaffairs@stern.nyu.edu) if you would like to receive more information or further support.

### **NAME PRONUNCIATION AND PRONOUNS**

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way.

Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

### **RELIGIOUS OBSERVANCES AND OTHER ABSENCES (OPTION 1)**

NYU's Calendar Policy on Religious Holidays states that members of any religious group may,

without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance. NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or circumstances and strives to recognize the obligations its students have outside of Stern. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, please contact me as soon as possible to discuss any potential conflicts to determine whether/how they can be accommodated.

#### LAPTOPS, CELL PHONES & OTHER ELECTRONIC DEVICES

The use of tablets and electronic devices that are laid flat on the desk, for the purpose of note-taking only, is permitted. However, students should make every effort to avoid distracting their classmates or disrupting the class, including arriving early and choosing a seat that is less distracting for peers.

OPTION 3: Due to the nature of this class and the potential disruptions caused by student use of electronic devices, students are not permitted to use any such devices during class without explicit permission from the instructor.

#### INCLUSION STATEMENT

This course 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.