

## **Maria Tomprou Teaching statement**

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During my stay at Heinz College I designed and taught two graduate courses: Performance Management and Coaching, Training, and Employee Development. Both courses were required for all Heinz Masters' students. I have also designed and taught an under-graduate course for non-traditional students: Best Practices in Organizations at Duquesne University. As noted in my resume, I received very high teaching ratings across all of the courses I have taught.

My strategy in developing courses for Masters' students interested in developing their managerial skills is to provide an evidence-based management approach with specific tools that students can use to develop their critical thinking and establish core managerial skills as an important toolkit. This combination ensures that students develop well-defined managerial skills they can use to differentiate themselves in their career while maintaining a solid ground in their position that allows them to develop their critical thinking and evidence-based management approach appropriately. I also seek to provide tools and strategies that are applicable across different organizational cultures and contexts, so students from various fields can benefit from these courses (e.g., Public Policy and Healthcare, Arts and Entertainment Management, and Information Systems).

Performance Management course focuses on developing a manager's skills such as facilitating subordinates' performance and learning, providing incentives and rewards, as well as managing cultures and leading teams. Throughout the course I emphasize the challenges and complexities managerial positions require, such as task delegation, feedback giving and seeking, dealing with terminating employees and other stressful circumstances. Students learn to develop their managerial skills using an array of exercises such as role playing, solving case studies, and reading logs.

Coaching, Training, and Employee Development is a course that begins with a self-assessment and managing oneself module, then moves on to a one-on-one coaching and team coaching module, training, leadership development and executive coaching, and ends with a module on the culture of learning organizations. Throughout the course, students have the unique experience of understanding the dynamics of mentoring, coaching, and training at different levels using an array of exercises. For instance, the "coach your peer" exercise that I have developed for the purposes of the class, includes coach-coachee pairs that apply action planning skills and goal-setting theory to exercise their coaching skills. One session is video-recorded and students reflect on their skills, challenges, and areas for improvement. Students also have the opportunity to familiarize themselves with executive coaching and leader development, crucial for later steps of their career. All my courses conclude with final group projects in which students learned to evaluate real organizational cases and solve them using the principles learnt in classroom.

In the past, I have also contributed in designing and lecturing in courses such as: Strategic Human Resource Management, Organizational Change and Evidence-based Management (M.Sc., Heinz College and M.B.A., Tepper Business School). Finally, my teaching skills include the use of Blackboard and other online resources at an advanced level.

Overall, I highly enjoy my interaction with students and what mostly fascinates me is helping them to increase their self-awareness and improve their professional skills. Each student is the same and different at the same time and as such I treat them in the classroom irrespective of their diverse background.