COURSE DESCRIPTION

Welcome to Management Skills! This course focuses on specific concepts and critical skills that individuals need to know and have in order to: work more effectively with others in organizations, work well in teams, and lead teams and organizations successfully.

This course will explore traditional and contemporary challenges, practices, and/or events faced by individuals, teams, and leaders in today’s organizations through in-class discussion of fundamental concepts and theories of organizational behavior and related disciplines, analysis and application of concepts and theories to real business issues, and participation in skill-building activities designed to enhance individual proficiencies in these areas.

Skill-building is a focal objective of this course and therefore, serves as one of its foundational cornerstones. The course is organized so that you will have ample opportunity to learn and practice those leadership skills that are deemed by scholars, business leaders, recruiters, and human resource professionals to be critical to success in today’s workplace. All readings, assignments, exercises, and activities have been carefully selected and designed for this purpose.

This course is designed to complement Management 301 (Introduction to Management). Management is about getting the “right work” “done well.” In today’s world, organizations are continuously challenged to innovate and create competitive advantage in the global marketplace. To do so, employees must utilize an array of leadership skills to work effectively with others and to take initiative and deal with problems and opportunities that arise, often unexpectedly. Moreover, leaders must implement processes and practices to develop and deliver competitive advantage and superior performance. In Management 302, we will focus on getting the right work done well by exploring essential personal and interpersonal skills that include: self-awareness, appreciation and mobilization of others, problem-solving, and reaching agreement. In Management 301, students will explore the right work to be done, with focus on: strategic management, managing organizational design, and the creation of a positive and productive work environment. Management 302 can be taken either prior or subsequent to Management 301.

COURSE MATERIALS

REQUIRED:

1) **Course Packet (CP)** – We will be using a customized course packet that consists of a set of readings designed specifically for this course. The course packet is $149.99 and is available for purchase from University Publishing (www.upublishing.com). You should purchase the course packet directly and have it shipped to you via the following link: http://ow.ly/sbgOU

For questions regarding the purchasing of the course packet or course exercises, please contact University Publishing directly at info@upublishing.com.
2) **Assessments** – You will be required to complete two on-line assessments during the semester: a) the Myers-Briggs Type Indicator (MBTI) and b) the Thomas-Kilmann Inventory (TKI).

   The MBTI assessment must be completed on-line **before Week 2.** The electronic link to access and complete this assessment is: NWK 01 = [http://bit.ly/1cWLlwj](http://bit.ly/1cWLlwj) (lower case J)
   
   
   NWK 60 = [http://bit.ly/1i7Vme2](http://bit.ly/1i7Vme2)

   The TKI assessment must be completed on-line **before Week 12.** The electronic link to access and complete this assessment is: NWK 01 – [http://bit.ly/19k6e05](http://bit.ly/19k6e05)

   NWK 03 = [http://bit.ly/1hHwS8F](http://bit.ly/1hHwS8F)


   Instructions for completing these assessments can be found on Blackboard; see Course Documents.

3) **Additional Readings and Assignments** - To be handed out in class or posted on Blackboard.

   **Blackboard:**

   Blackboard is the primary course management tool for this course. Therefore, please make sure that you have proper access to Blackboard. Blackboard will contain course announcements, documents, assignments, readings that are not included in the course packet, and other important information. In addition, you will be required to submit some assignments and team deliverables through Blackboard as well as in hard copy form. Finally, I will be using Blackboard as one avenue of communication with the class; therefore, it is important that the e-mail address you are using for Blackboard is correct and is one that you check frequently.

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**LEARNING OBJECTIVES FOR THIS COURSE:**

By the end of this course, it is expected that you will:

- Possess a more complete understanding of the essential skills of successful managers;
- Experience an increase in awareness and knowledge about your own managerial skills;
- Be able to better understand and work more effectively with others;
- Be positioned to work more effectively in teams, as leaders and members;
- Be able to leverage the skills you have practiced in this course to facilitate academic performance in other courses (especially those that require group project work); to enhance future work performance, including summer internships, one’s first “real” job after graduation; and ultimately, professional and personal success.

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**COURSE PRE-REQUISITES**

None
TEACHING PHILOSOPHY:

Individuals learn through a variety of means and mediums. Therefore, we will explore course topics and foster skill-building through a variety of teaching methods, including: lectures, case analyses, group work, video analyses, simulation, role plays, and other experiential exercises. In so doing, we fully expect that learning will occur at both the individual and group levels of analysis.

COURSE GRADE:

Your final course grade will be comprised of four (4) elements, each of which is described in greater detail below:

1. Midterm week #7 in class, closed book- multiple choice questions): 20%
2. Class Participation and Preparation: 25% (attendance =12%, preparation = 13%)
3. Team Project: 30% (10 deliverables - see separate assignment on Black Board)
4. Final Exam in class, closed book multiple choice questions): 25%

Grading is based strictly on mastery of course materials. Letter grades will be assigned as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>91-100</td>
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<tr>
<td>B+</td>
<td>86.5 – 90.99</td>
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<td>B</td>
<td>80.0 – 86.49</td>
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<tr>
<td>C+</td>
<td>75.5 – 79.99</td>
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<tr>
<td>C</td>
<td>70.0 – 75.49</td>
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<tr>
<td>D</td>
<td>65.0 – 69.9</td>
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<td>F</td>
<td>Below 65</td>
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EXAMS:

Midterm Exam (closed book, multiple choice): You will be responsible for all assigned readings (whether covered in class or not) and all material covered in class, including cases, readings, assignments, activities, and exercises. The midterm is worth 20% of your final course grade.

Final Exam (closed book, multiple choice): The final exam may be cumulative. It will focus primarily on all assigned readings (whether covered in class or not) and all material covered in class following the Midterm, as well as key concepts of material covered since the beginning of the course. The final is worth 25% of your final course grade.

No make-up examinations will be given for missed examinations. Failure to show up for an examination will result in a “0” and will be factored into the final course grade as calculated above. Extenuating circumstances (which are very few) must fall under the definition of an “acceptable and authenticated absence,” as described in Section 60.14f of the University Regulations manual.

Class Participation and Preparation (25% - two parts):

Equally important is your own involvement and participation in the course. Individual and team learning in this course hinge on the quality of the interactive discussions that occur amongst yourselves and
between you and me during class time. **Therefore, class participation and preparation will count heavily (25%) in the determination of your final course grade.**

1. **Participation:** Your attendance is critical and is necessary in order for you to participate in class. In addition to being present, your involvement in the class is crucial. The level and quality of your participation will be demonstrated by your engagement in class activities and the extent to which you thoughtfully, consistently, and actively contribute to class discussions. **Note:** Repeated tardiness and/or class absence may cause you to incur a penalty towards the Class Participation and Preparation component of your final course grade.

2. **Preparation:** Your preparation for class will be demonstrated by your knowledge of the assigned readings, your submission of three (3) written homework assignments (weekly questions, individual values assignment & Interpersonal assignment) and your in-class discussion of preparation questions that will be posted on Blackboard each week and that relate to the assigned readings. **Note:** It is expected that you will spend 5-6 hours per week outside of class completing homework, projects, and studying.

2.a. **Submission Requirements for Written Assignments under Preparation**

A. **Answers to Readings Preparation Questions (2 submissions).** You are required to write and submit your answers to the preparation questions for any two (2) course sessions. Questions for each week are posted on Black Board. You can decide which two weeks you will choose to submit your responses. Your responses must indicate not only that you completed the readings and understand the concepts presented, but that you can actually use and apply the information presented to your own experiences and/or to other situations such as case studies and real-world examples. Your written submission should be no more than 600 words in total (no more than 1 single-spaced page or 2 double-spaced pages) and must be submitted as hard copy in class in order to receive credit.

B. **Week 5: Values Assignment** – See last page of this syllabus
C. **Week 8: Interpersonal Influence Assignment** – Instructions posted on Blackboard; see Assignments.

**Team Project (30 % - 10 deliverables)**

This project is designed to promote your analytic and critical thinking skills; to encourage application of our course concepts to real-world organizations; and to develop your interpersonal abilities to work in a team. To accomplish the deliverables comprising this project, you will be randomly assigned to work in a project team of five students.

Detailed instructions for the team project, including a description of all ten deliverables and their respective due dates are included as an attachment to this syllabus (see “Team Project Instructions”). **The Team Project is worth 30% of your final course grade.**

**Recorded Team Meeting:**
One of the required deliverables of the Team Project involves analyzing the effectiveness of a team meeting to be held on a date and time agreed to by all team members and during which all team members are in attendance. You will be asked to record a portion of this meeting, the recording of which will be viewed only by the course instructor and your fellow team members.
Please sign the Video/Audio Release form that grants permission to record your image and/or voice solely for the educational purposes of this course assignment and return to Instructor in Week 2 (see “Video/Audio Release Form on Black Board).

CLASSROOM ETIQUETTE AND EXPECTATIONS:

It is expected that all students will conduct themselves in professional manner. This means:

- treating all classmates and the course instructor with respect;
- arriving on time for class and avoiding early departures;
- NO use of cell phones, laptops, tablets, or other electronic instruments or recording devices during class.

Failure to comply with these expectations may cause you to incur a penalty to your Class Preparation and Participation grade.

ACADEMIC INTEGRITY:

There is a University-wide policy on academic integrity, and in this course, integrity is paramount. You are expected to conduct yourself with integrity and honesty in all aspects of your work at Rutgers. In this regard, it is important that you read the policy on Academic Integrity at Rutgers University: [http://academicintegrity.rutgers.edu/policy-on-academic-integrity](http://academicintegrity.rutgers.edu/policy-on-academic-integrity). This policy is also posted on Blackboard.

It is also expected that you will abide by the university’s honor pledge. The honor pledge is to be written and signed on all examinations and major course assignments submitted for grading:

“On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

ATTACHMENTS:

1. Team Project Instructions
2. Video/Audio Release Form (to be signed and submitted in class, Week 2). Form is posted on Black Board. Please print, sign and return to the instructor.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics/Skills</th>
<th>In-Class Activity</th>
<th>Required Readings</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;T 1/22&lt;br&gt;M 1/27</td>
<td>Building a Better Boss Overview of Individual, Interpersonal/Team &amp; Leadership Skills</td>
<td>*NASA Signs of Life</td>
<td><strong>Article:</strong> Google’s Quest to Build a Better Boss (on BlackBoard)&lt;br&gt;<strong>Article:</strong> What Makes a Leader (in course pack)</td>
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</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;T 1/28&lt;br&gt;M 2/03</td>
<td>Building and Managing Teams; Establishing Norms; Identifying Roles; Creating Organizational Structure</td>
<td>*Case Study #1 Harry &amp; Learning Team 28</td>
<td><strong>IN COURSE PACK:</strong>&lt;br&gt;<strong>Chapter:</strong> Understanding Work Teams&lt;br&gt;<strong>Handbook:</strong> Team Handbook&lt;br&gt;<strong>Case Study #1:</strong> Harry &amp; Learning Team 28</td>
<td>*Video/Audio Release Form (signed)&lt;br&gt;*MBTI Online Assessment</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;T 2/04&lt;br&gt;M 2/10</td>
<td>Increasing Emotional Intelligence (EQ): Self-Awareness and Self-Regulation; Understanding EQ in the context of Individual Differences, Personality</td>
<td>*MBTI&lt;br&gt;*Case Study #2 Bob’s Meltdown</td>
<td><strong>Article:</strong> Managing Oneself&lt;br&gt;<strong>Chapter:</strong> Psychological Processes in Organizations&lt;br&gt;<strong>Case Study #2:</strong> Bob’s Meltdown</td>
<td>Bring MBTI results in hard copy to class (results are sent to you via your email)</td>
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<tr>
<td>Week/Date</td>
<td>Topics/Skills</td>
<td>In-Class Activity</td>
<td>Required Readings</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;T 2/11&lt;br&gt;M 2/17</td>
<td>Understanding Differences Across Cultures &amp; Managing Intra-Group Diversity</td>
<td><em>Island of Deirdre</em>&lt;br&gt;<em>Culture Quiz</em>&lt;br&gt;<em>Multicultural Teams Video</em></td>
<td>Chapter: Managing Diversity&lt;br&gt;Article: Managing Multicultural Teams&lt;br&gt;Article: Rethinking Political Correctness</td>
<td>PROJECT” Team Norms Charter (D1 – 10 points)</td>
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<td><strong>Week 5</strong>&lt;br&gt;T 2/18&lt;br&gt;M 2/24</td>
<td>Identifying and Acting Consistently with One’s Values, Promoting Fairness, and Providing Feedback</td>
<td><em>Small Group Exercise</em>&lt;br&gt;<em>Missed Promotion RolePlay</em>&lt;br&gt;<em>Roommate Role Play</em></td>
<td>Chapter: Clarifying Your Values&lt;br&gt;Article: Management of Organizational Justice&lt;br&gt;Chapter: Coaching &amp; Providing Feedback</td>
<td>Individual Values Assignment – 6 points (see Black Board) PROJECT Team Project Proposal (D2 – 5 points)</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;T 2/25&lt;br&gt;M 3/03</td>
<td>Motivating Yourself and Others; Identifying personal and team motivators; Practicing motivational techniques</td>
<td><em>FISH! – video and discussion</em>&lt;br&gt;<em>Motivation Exercises</em>&lt;br&gt;<em>Case Study #3</em>&lt;br&gt;<em>Case Study #4</em></td>
<td>Chapter: Motivation Concepts&lt;br&gt;Chapter: The Not-So-Secret Ingredient of High Performance&lt;br&gt;Case Study #3: Michael Simpson&lt;br&gt;Case Study #4: Hausser Foods</td>
<td>PROJECT individual Recorded Team Meeting Analysis &amp; Prepared Feedback (D3 7.5 points)</td>
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<tr>
<td>Week 7</td>
<td>MIDTERM EXAM</td>
<td><strong>After Midterm:</strong></td>
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<td>T 3/04</td>
<td>M 3/10</td>
<td>Midpoint Team Assessment Survey &amp; Analysis of Team (D4) Bring Team handbook to class</td>
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<td><strong>PROJECT:</strong> Write-up of Midpoint Analysis of Team Performance due 48 hours after class (D4 7.5 points) Use Team Handbook</td>
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**Theme #3: Mobilizing the Self and Others (continued)**

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<tr>
<th>Week 8</th>
<th>Practicing Interpersonal and Intragroup Influence Tactics; Managing Group Dynamics</th>
<th>*12 Angry Men - video *Vanatin Role Play</th>
<th><strong>Article:</strong> Interpersonal Influence <strong>Chapter:</strong> Social Influence, Persuasion, and Group Decision-Making</th>
<th>Individual Interpersonal Influence Assignment See BlackBoard</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 3/11</td>
<td>M 3/24</td>
<td>*Reciprocity Ring</td>
<td><strong>Article:</strong> How to Build Your Network <strong>Chapter:</strong> Power Sources: How You Can Tap Them <strong>Article:</strong> More Than Coffee Chats &amp; E-Mails (BB)</td>
<td>PROJECT Team Midpoint Progress Report (D5 10 points)</td>
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<tr>
<th>Week 9</th>
<th>Developing Power Bases, Creating and Building Relationships, Utilizing Network Ties</th>
<th>*Reciprocity Ring</th>
<th><strong>Article:</strong> How to Build Your Network <strong>Chapter:</strong> Power Sources: How You Can Tap Them <strong>Article:</strong> More Than Coffee Chats &amp; E-Mails (BB)</th>
<th>PROJECT Team Midpoint Progress Report (D5 10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 3/25</td>
<td>M 3/31</td>
<td>*Reciprocity Ring</td>
<td><strong>Article:</strong> How to Build Your Network <strong>Chapter:</strong> Power Sources: How You Can Tap Them <strong>Article:</strong> More Than Coffee Chats &amp; E-Mails (BB)</td>
<td>PROJECT Team Midpoint Progress Report (D5 10 points)</td>
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**Theme #4: Problem-Solving**

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<tr>
<th>Week 10</th>
<th>Practicing Individual Problem-Solving; Identifying potential obstacles; Practicing problem-solving under conditions of uncertainty</th>
<th>*Discussion of Worksheet *5 cent Auction *Case Study #5 – Best of Intentions</th>
<th><strong>Read Prior to our Class:</strong> <strong>Case Study #5:</strong> Best of Intentions <strong>Read After our class:</strong> <strong>Article:</strong> Hidden Traps in Decision-Making <strong>Chapter:</strong> Decision-Making</th>
<th>PROJECT individual Team Ldr. Analysis (D6 7.5 points) due any week from now on. Decision-Making Worksheet designed by your team</th>
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</thead>
<tbody>
<tr>
<td>T 4/01</td>
<td>M 4/07</td>
<td>*Discussion of Worksheet *5 cent Auction *Case Study #5 – Best of Intentions</td>
<td><strong>Read Prior to our Class:</strong> <strong>Case Study #5:</strong> Best of Intentions <strong>Read After our class:</strong> <strong>Article:</strong> Hidden Traps in Decision-Making <strong>Chapter:</strong> Decision-Making</td>
<td>PROJECT individual Team Ldr. Analysis (D6 7.5 points) due any week from now on. Decision-Making Worksheet designed by your team</td>
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</tbody>
</table>
| Week 11 |     | Practicing Group Problem-Solving through Collaborative Problem Identification; Idea Generation; and Decision-Making Techniques | *Decision-Making Exercises  
*Case Study #6 - Cardiotronics | **Chapter:** Problem-Solving  
**Article:** Decision-Making in Organizations  
**Case Study #6:** Cardiotronics | Use of Decision making worksheet |
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<tr>
<td><strong>Theme #5: Reaching Agreement</strong></td>
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| **Week 12** | **T 4/15** | Managing Interpersonal & Intragroup Conflict; Differentiating between Types of Conflict; Managing Reactions to Conflict | *Case Study #7 Henry Tam  
*TKI | **Article:** Taking the Stress Out of Conversations  
**Article:** Conflict: An Important Dimension…  
**Case Study #7:** Henry Tam | *Thomas Kilmann Inventory (TKI) Online Assessment |
| **M 4/21** |     |                                                                                                                          |                                                                                  |                                                                                  |                                                                                  |
| **Week 13** | **T 3/22** | Practicing and Preparing for Interpersonal Negotiations; Employing Distributive and Integrative Negotiation Tactics | *The Player – roll play | **Chapter:** Negotiations  
**Article:** Six Habits of Merely Effective Negotiators  
**Exercise:** The Player | *Prepare The Player Negotiations Exercise PROJECT  
*Team Paper (D7 25 points) |
| **M 4/28** |     |                                                                                                                          |                                                                                  |                                                                                  |                                                                                  |
| **Course Conclusion** |     |                                                                                                                          |                                                                                  |                                                                                  |                                                                                  |
| **Week 14** | **T 4/29** | Course Review  
Gallery Walk (Poster Presentations) |                                                                 | **PROJECT**  
*Team Poster (D8 15 pt)  
*Team Final Assessment & Analysis (D9 7.5 pts)  
*Individual Peer Evaluation (D10 5 pts) |
| **M 5/05** |     |                                                                                                                          |                                                                                  |                                                                                  |                                                                                  |
| **Week XX** |     | FINAL EXAM                                                                                                                                                     |                                                                                  |                                                                                  |                                                                                  |
#1. Your values (Due week 5) Value = 6 points

Instructions:
Read Friedman’s chapter in the coursed pack “Clarifying Your Values”, then answer the following questions. Your hard copy submission is due at the start of class for week #5, it must be typed and a font size of 12.

Questions:
1. The reading provides a list of core values (pg. 46-48). Identify 3 to 5 values that are important to you and explain how these values have influences key decisions in your life (3 points)

2. Describe an ethically challenging situation that you experienced in which you:
   a. Spoke up
   b. Did not speak up
   What did you do or not do and what was the result of each? What factors were present that influenced if you spoke up or not? How did you feel based on the outcome of each situation? (3 points)

#2. Interpersonal Influence Assignment (Due Week 8)

As homework to complete *prior* to class Week 8, you must attempt to successfully apply one or more of Cialdini’s 6 influence principles in a real world context of your choice. For instance, you might apply one or more of them to try to influence a friend, family member, coworker, boss, or anyone else you can think of to either do something you want them to do or perhaps give you something you would like them to give you. The key is that you must try influence another person or set of persons to comply with a specific request that they might not otherwise be inclined to comply with, consciously and strategically employing one Cialdini’s principles in the process. Following your influence attempt (s), you must write up a few paragraphs on your experience, describing both the influence attempt (s) itself and what principle you drew upon when performing it. It must be clear from your write-up why and how your influence attempt represents a specific example of one (or more) of Cialdini’s principles “in action.” Please come to class ready to describe/discuss your experience.

The grading of this assignment will be based not only on the clarity and insightfulness of your brief write-up, but also, on the degree of challenge characterizing your choice of influence attempt (s) and your creativity in pulling it off.
IMPORTANT NOTE

If your first influence attempt fails, you must try again. If the second fails, you must try one more time. If you fail a third time, you may write about each of the three experiences in depth and discuss why you failed. However, please know such assignments will be held to a higher bar when it comes to grading.

RUTGERS VIDEO/AUDIO RELEASE

I, __________________________________________, give permission to record my image and/or voice and grant Rutgers all rights to use these recordings or photographs in any medium for course-related educational purposes that support the mission of the university.

Signature __________________________________________ Date ______________________________

Title of Course/Department: Management Skills (29/33: 620:302), Management & Global Business Department

Rutgers student

College ___________________ Major ___________________ Class ______________________________

Address ________________________________________________________________________________

Phone number __________________________________________________________________________

Email __________________________________________________________________________________

Notes ____________________________________________________________________________________

FOR DEPARTMENTAL USE

Course Number: 33:620:302, 29:620:302          Course Name Management Skills

Course Instructor: ___________________________________________________

Description of Activity
Students will participate in one recorded team meeting. Analyzing the effectiveness of a team meeting (through reviewing its recording) is one of the deliverables required in the Course’s Team Project Assignment.