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 $154.95 and is available for purchase from University Publishing (www.upublishing.com).
2) **Course Exercises** – You will be participating in several in-class exercises for which there is a course exercise (license/usage) fee of $19.99. This fee must be paid to University Publishing. **In order for you to participate in these exercises, you must pay this fee by September 30, 2013.**

The Course Packet and Course Exercises can be purchased via the following link: [http://tinyurl.com/oek3vmm](http://tinyurl.com/oek3vmm). For questions regarding the purchasing of the course packet or course exercises, please contact University Publishing directly at info@upublishing.com.

3) **Personality Assessment** – You will be asked to complete the Myers-Briggs Type Indicator (MBTI). This is an assessment that must be completed on-line. The URL link to the assessment must be purchased at the Rutgers Barnes & Noble (B&N) bookstore. Students should ask to see Rose Teixeira, Kyle Kadash, or Brooke Taylor in the B&N Textbook Department to receive and pay for the URL. The cost of the assessment is $25.95. **The assessment must be purchased and completed by Week 2.** Instructions for completing the assessment can be found on Blackboard; see Course Documents.

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

   *Note:* The material that I cover in class and the readings I assign to be completed outside of class are designed to complement, rather than to repeat one another. Therefore, some of the reading material will not be discussed at great length during class time. If you are having difficulty understanding the readings or seeing how they relate to the class material, please see me.

   **Clickers:**

   You will be provided with a “clicker” on the first day of class. The clicker will be registered in your name and will be loaned to you for use in this specific course only. Please bring your clicker to class each week as it will be used as a form of class participation. At the end of the semester, you will be required to return your clicker to the course instructor.

   **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 individual assignments and team deliverables through Blackboard. 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**

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.

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 (October 21st, in class, closed book): 20%

2. Class Participation and Preparation: 25%

3. Team Project: 30%

4. Final Exam (December 23rd, 8:00 am–11:00 am, BRR 1144): 25%

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 will 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:

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.

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.**

Preparation: Your preparation for class will be demonstrated by your knowledge of the assigned readings, your submission of three (3) written homework assignments, 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.**

Submission Requirements for Written Assignments:

1. **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. 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 on Blackboard prior to that session’s class in order to receive credit.

2. **Week 5: Values Assignment** – Instructions posted on Blackboard; see Assignments.

3. **Week 8: Interpersonal Influence Assignment** – Instructions posted on Blackboard; see Assignments.

**Team Project:**

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 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.**

**Virtual Team Analysis:**

One of the required deliverables of the Team Project involves analyzing the effectiveness of a virtual 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. In this regard, all virtual team meetings held by project teams will be recorded; the recordings can only be accessed by members of the project.
team and reviewed for purposes of meeting this deliverable. Instructions for accessing, participating in, and reviewing recorded sessions are included as an attachment to this syllabus (see “Virtual Team Meeting Instructions”).

Please sign the attached Video/Audio Release form that grants Rutgers permission to record your image and/or voice solely for the educational purposes of this course assignment and return to Instructor in Week 1 (see “Video/Audio Release Form”).

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. Assignment for 1st Class
2. Reading for 1st Class: Google’s Quest to Build a Better Boss
3. Team Project Instructions
4. Video/Audio Release Form (to be signed and submitted in class, Week 1)
# FALL 2013 COURSE SCHEDULE

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<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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| **Week 1 Mon, Sept 9** | Building a Better Boss Overview of Individual, Interpersonal/ Team & Leadership Skills | *NASA Signs of Life | **Article:** Google’s Quest to Build a Better Boss (BB)  
**Article:** What Makes a Leader |  |

## Theme #1: Building Effective Teams

| Week 2 Mon, Sept 16 | Building and Managing Teams; Establishing Norms; Identifying Roles; Creating Organizational Structure | *Case Study #1 | **Chapter:** Understanding Work Teams  
**Handbook:** Team Handbook  
**Case Study #1:** Harry & Learning Team 28 | *Video/Audio Release F (signed)  
*MBTI Online Assessment |  |

## Theme #2: Understanding Self and Others

| Week 3 Mon, Sept 23 | Increasing Emotional Intelligence (EQ): Self-Awareness and Self-Regulation; Understanding EQ in the context of Individual Differences, Personality | *MBTI  
*Case Study #2 | **Article:** Managing Oneself  
**Chapter:** Psychological Processes in Organizations  
**Case Study #2:** Bob’s Meltdown |  |

## Theme #2: Understanding Self and Others (continued)
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| **Week 4**      | Understanding Differences Across Cultures & Managing Intra-Group Diversity    | *Island of Deirdre *Culture Quiz *Multicultural Teams Video | **Chapter:** Managing Diversity  
**Article:** Managing Multicultural Teams  
**Article:** Rethinking Political Correctness | Team Norms Charter (D3) |
| **Mon, Sept 30**|                                                                               |                                          |                                                                                                     |                                  |
| **Week 5**      | Identifying and Acting Consistently with One’s Values, Promoting Fairness, and Providing Feedback | *Small Group Exercise *Missed Promotion Role Play *Roommate Role Play | **Chapter:** Clarifying Your Values  
**Article:** Management of Organizational Justice  
**Chapter:** Coaching & Providing Feedback | Individual Values Assignment |
| **Mon, Oct 7**  |                                                                               |                                          |                                                                                                     |                                  |
| **Week 6**      | Motivating Yourself and Others; Identifying personal and team motivators; Practicing motivational techniques | *FISH! *Motivation Exercises *Case Study #3 *Case Study #4 | **Chapter:** Motivation Concepts  
**Chapter:** The Not-So-Secret Ingredient of High Performance  
**Case Study #3:** Michael Simpson  
**Case Study #4:** Hausser Foods | Virtual Team Meeting Analysis & Prepared Feedback (D3) |
| **Mon, Oct 14** |                                                                               |                                          |                                                                                                     |                                  |
| **Week 7**      | MIDTERM EXAM                                                                   | **After Midterm:** Midpoint Team Assessment Survey & Analysis of Team (D4) |                                                                                                     | **Note:** Write-up of Midterm Analysis of Team Performance due 48 hours after class (D4) |
| **Mon, Oct 21** |                                                                               |                                          |                                                                                                     |                                  |
| **Week 8**      | Practicing Interpersonal and Intragroup Influence Tactics;                   | *12 Angry Men *Vanatin Role Play         | **Article:** Interpersonal Influence  
**Chapter:** Social Influence, Persuasion, and Group | Individual Interpersonal Influence Assignment |
| **Mon, Oct 28** |                                                                               |                                          |                                                                                                     |                                  |
### Theme #4: Problem-Solving

| Week 10  | Mon, Nov 11 | Practicing Individual Problem-Solving; Identifying potential obstacles; Practicing problem-solving under conditions of uncertainty | *Discussion of Worksheet  
*Dollar Auction  
*Case Study #5 | Read **Prior to our Class:**  
**Case Study #5:** Best of Intentions  
*Read **After our class:**  
**Article:** Hidden Traps in Decision-Making  
**Chapter:** Decision-Making |  |
| --- | --- | --- | --- | --- | --- |
| Week 11  | Mon, Nov 18 | Practicing Group Problem-Solving through Collaborative Problem Identification; Idea Generation; and Decision-Making Techniques | *Decision-Making Exercises  
*Case Study #6 | **Chapter:** Problem-Solving  
**Article:** Decision-Making in Organizations  
**Case Study #6:** Cardiotronics |  
Decision-Making Worksheet |  |

### Week/Date  | Topics/Skills  | In-Class Activity  | Required Readings  | Assignments Due |
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<tr>
<td><strong>Week #9</strong></td>
<td>Managing Group Dynamics</td>
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<td>Team Midpoint Progress Report (D5)</td>
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<tr>
<td><strong>Mon, Nov 4</strong></td>
<td>Developing Power Bases, Creating and Building Relationships, Utilizing Network Ties</td>
<td>*Reciprocity Ring</td>
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| **Article:** How to Build Your Network  
**Chapter:** Power Sources: How You Can Tap Them  
**Article:** More Than Coffee Chats & E-Mails (BB) |  |

### Theme #5: Reaching Agreement

| Week 12  | Mon, Nov 25 | Managing Interpersonal & Intragroup Conflict; Differentiating between Types of Conflict; Managing Reactions to Conflict | *Case Study #7  
*Thomas Kilmann Assessment | **Article:** Taking the Stress Out of Conversations  
**Article:** Conflict: An Important Dimension…  
**Case Study #7:** Henry Tam |  |
| --- | --- | --- | --- | --- | --- |
### Week 13
**Mon, Dec 2**
- Practicing and Preparing for Interpersonal Negotiations; Employing Distributive and Integrative Negotiation Tactics
- *The Player*
- **Chapter:** Negotiations
- **Article:** Six Habits of Merely Effective Negotiators
- **Exercise:** The Player
- *Prepare The Player Negotiations Exercise*  
  *Team Paper (D7)*

### Course Conclusion

#### Week 14
**Mon, Dec 9**
- Course Review
- Gallery Walk (Poster Presentations)
- *Team Poster (D8)*  
  *Team Final Assessment Analysis (D9)*  
  *Individual Peer Evaluation (D10)*

#### Week 15
**xxx**
- **FINAL EXAM**

### Additional Notes:
(1) Team Leader Self-Analysis Assignment (D6) – Due one week after you assume team lead role; and
(2) Answers to Readings Preparation Questions – 2 Write-Ups Due In-Class on 2 Weeks of Your Choosing