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Sakai: https://sakai.rutgers.edu

Course Description
This course explores management – put simply, the process of directing the activities of other people, while coordinating the goals of organizations and individuals. This course is designed for you to enhance your ability in 3 core areas: personal, interpersonal, and group. A key design of this course is experiential learning, so you should expect most meetings to be highly interactive and participative, by way of a combination of lectures/discussions of conceptual ideas with skill-building assignments and practice.

Course Objectives and Expectations
- To understand the impact of your behaviors on individuals and groups in the workplace.
- To practice applying managerial and leadership approaches.
- To explore your ongoing managerial development.

As you progress through the course, you should expect:

- To identify areas of effectiveness and to target areas for growth in your behaviors.
- To become more critically observant of your own and others’ behaviors and interactions.
- To seek improvement in your abilities by receiving evaluation and direction.
- To clarify understanding by sharing your experiences in the classroom.

Course Materials
Pre-class readings and exercises are listed on the Schedule and can be accessed at the course Sakai site.
Note: some pre-class work points you directly to websites.


Instructor’s Baseline Expectations
I aim to create an adult learner environment. In a nutshell, Malcolm Knowles, the pioneer of adult learning, identifies common characteristics:
- appreciating some autonomy in the process,
- having room for self-direction,
- desiring opportunities to relate experiences, and
- valuing practical links to work life.

1. Students should let me know by email or phone in advance if they are going to miss class. I recognize that work and life issues arise. Much of the skill development occurs in the classroom, so more than 2 absences is a flag for me.
2. Class time is designed around discussions and activities. Once in class, departures should be limited, as they interfere with the learning process, as do cell phones.

3. Assignments are expected to be submitted or delivered as scheduled. If an alternate due date is needed, I expect you’ll approach me before the scheduled due date. Unexcused late assignments receive a grade level deduction.

4. Assignments will attend to both form and content. A key managerial skill is effective communication, so I will grade reflecting the effectiveness of what you write/say and how you write/say it.

5. Students understand and follow Rutgers’ Academic Integrity Policy. For more details, see http://deanofstudents.camden.rutgers.edu/academic_integrity

6. Weather-related cancellations: Rutgers uses a variety of alerts on school closures, as described at their site: http://www.camden.rutgers.edu/page/weather-and-emergency-information. If I need to cancel class due to weather conditions, I will send an email alert by 2:00pm.

7. As the semester progresses, I may revise the course outline to better fit the class’ background and needs.

**Grading Breakdown**
See the assignment guidelines below.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Final Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development Plan (PDP)</td>
<td>92-100% A</td>
</tr>
<tr>
<td>Part 1: Self assessment 10%</td>
<td>87-91% B+</td>
</tr>
<tr>
<td>Part 2: Action Planning 15%</td>
<td>80-86% B</td>
</tr>
<tr>
<td>Conflict (TKI) paper 15%</td>
<td>77-79% C+</td>
</tr>
<tr>
<td>Class Participation 10%</td>
<td>70-76% C</td>
</tr>
<tr>
<td>Skill-building Worksheets 5%</td>
<td>60-69% D</td>
</tr>
<tr>
<td>Class Starter (pass/fail) 5%</td>
<td>0-59% F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Persuasion Pitch 15%</td>
<td></td>
</tr>
<tr>
<td>Thought Leader presentation 25% [20% instructor; 5% teammates]</td>
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</tbody>
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**Total**
100%

**Class Participation**
I aim to provide a positive, congenial atmosphere where we can learn from each other’s insights. Follow the course schedule to be prepared for class (assessments, readings, Skill-building Worksheets, etc.). Be ready to discuss them, ask questions, share with classmates, and submit items as noted. Full participation enriches the experience for all of us. Baseline expectations [8.5 or 85%] are that you attend class regularly and actively participate in activities and discussions with consistency.

>>You should bring your assessment outcome(s) and pre-class work to the assigned class meeting.

**Skill-building Worksheets**
As you look to develop your skill areas, the worksheets aim to provide a framework for seeing progress. For each worksheet, you will get a prompt in class that focuses your change efforts over that coming week; completed worksheets should be put in your Sakai Drop Box folder by the class day it is due. Worksheets are meant to be for YOUR self-directed learning; they’re not evaluated.

**Class Starter**
You should be prepared to jumpstart the class by either (1) generating a discussion around pre-class work (readings, videos etc.) or, when scheduled, (2) briefly outlining one effort you made from the previous
week from your Skill-building Worksheet. Students will be called on randomly. Effective February 3rd and on. Grading is Pass/Fail: (1) If you present at the time your name is drawn, you receive a Pass grade (5 points); (2) If you are not prepared (or absent without advance notice) when your name is randomly drawn, you will receive an F grade (zero points); or (3) If by the close of the course your name is never called, then you will receive a Pass grade (5 points).

**Assignment Guidelines**

For all paper submissions, please follow these guidelines:

- Written assignments are to use a single-spaced typed format -- **single-spaced text, with double-spacing between paragraphs** – using customary margins.
- Assignments are submitted electronically at Sakai in your Drop Box folder. Please use Word document and label your file with your name first, followed by the assignment title.
- Assignment directions are meant to be broad enough (1) to reach the full array of students enrolled with varying work levels and experiences and (2) for you to bring yourself (not what an instructor wants) to the task.

**Personal Development Plan (PDP)**

This exercise helps you plan how you will deal with the change you want to see in yourself.

**Part 1  Self-assessment**  
Due: 2/17  
In one single-spaced formatted page, outline and briefly discuss your **key** managerial strengths and weaknesses – drawn from class assessments and reflecting on your own experiences.  
Please note:  
(1) Recognize that “weaknesses” may indicate you haven’t fully developed those abilities – whether you believe it is inherent or because you haven’t had the chance to use or demonstrate them.  
(2) You may be tempted to move from what your strengths/weaknesses are TO how to address them: hold off for now.  
(3) “Key” strengths and weaknesses means you won’t be able to cover all of yours, so be discriminating and select wisely.  
**Evaluation:** clarity of ideas and expression, thoroughness, cohesiveness (between strengths and weaknesses), and thoughtful analysis.

**Part 2  Action planning**  
Due: 4/1  
In 1.5 single-spaced formatted pages, identify 2 or 3 behavioral goal statements you want to set for yourself in your manager or leader work life. For each goal, outline specific steps or approaches you can take to make progress towards reaching your goal, while considering your anticipated timeframe. **Note:** focus on managerial skill development, not career. Please follow this paper format; no introduction or closing paragraph is needed:  
Goal Statement #1:  
Reasoning/rationale [brief statement]:  
Key Action Steps:  
1.  
2.  
3.  
4.  
5. [more or less]  
Before writing, it may prove useful to review your (1) Self-assessment paper and (2) approaches and “experiments” you used in your Skill-Building Worksheets throughout the course.  
**Evaluation:** clarity of ideas and expression, thoroughness, cohesiveness (between/amongst goals), and attention to SMART goals with actionable steps.
Conflict (TKI) Paper

Due: 3/14

This paper is meant for you and your team to explore your conflict styles and make adjustments to assure the team’s process is effective in your upcoming projects. In a one single-spaced formatted page, follow these 4 prompts; no introduction or closing paragraph is needed.

1. Identify your own and your team’s dominant conflict styles. A listing with names and styles is fine.
2. What does your team anticipate could be 2 or 3 key challenges it may face, given the team’s conflict style mix?
3. What adjustments can the team make now to hold off these anticipated challenges?
4. Given your own dominant conflict style, what will you need to do more of or less of in your team’s anticipated challenges and adjustments?

Much of the success of this paper is anchored in your team’s in-class discussion during class March 2nd; teams are encouraged to record their discussion for referencing while writing the paper draft. Note: You may be asked to share your paper with your team.

Evaluation: Your instructor will evaluate based on clarity of ideas and expression, thoroughness (both own and team adjustments), and thoughtful/critical analysis.

Persuasion Pitch

Due: in class 3/23

Your learning team will make a 5-minute pitch to your classmates, convincing them to donate to a needy cause – whether it’s money, time, goods, participation, or the like. To avoid repetition, teams are asked to submit their cause to the instructor; if there’s a cause conflict, selection will be based on a first-come-first-served basis. Evaluation will be completed by your classmates by way of the following 5-point rating system. Final grades are determined by removing one high and one low score, determining the class average, and then multiplying by 3 for your grade point total out of 15.

1. How convinced were you by the end of the presentation?
   1  2  3  4  5
   Not at all       Almost fully

2. What helped convince you?

3. What hindered you being convinced?

Thought Leader Presentation

Due: in class 4/20

Purpose: to develop a broader understanding of managerial approaches in the workplace.

- The team selects a current business leader to explore his/her managerial career. The person could be well-known or obscure, but should be living. In an effort to avoid duplication, teams need to submit their leader names to the instructor.
- The team will research the business leader they have chosen to find out:
  (1) his/her management style,
  (2) what key learnings they made along the way (perhaps by way of errors or mistakes)
  (3) what key managerial advice they might give to others.
Research may entail interviewing, reading books or articles, viewing live or taped presentations, and so forth. Be creative!
- The team’s presentation should address at least the 3 questions above, while making a link to 4 topical areas covered in the course. Avoid a mere biography.
- Your 15 minute presentation should aim to convey a clear picture of your findings on the selected business leader and do so in a way that is interesting/engaging for your classmates.
- Teammates will provide feedback and ratings for each other; a sample form will be posted well before the presentation.
- Instructor will evaluate, with class input by way of feedback forms, with this criteria:
Content
3 questions addressed:
   1) his/her management style
   2) key learnings (mistakes) s/he made along the way
   3) key managerial advice s/he would give to others
Link to 4 course topical areas

Presentation
Clear points conveyed
Demonstrates sound, thorough research
Shows critical analysis
Uses easy-to-follow structure

Delivery
Group coordination
Visual support
Engaging delivery style
Course Schedule

Personal Skills

1/20  Introduction to Class and Managerial Skills
     No pre-class work

1/27  Self-Awareness and Personality
     Pre-class work:
     1 Assessment: Myers-Briggs
     Managing Oneself article (at least Summary page at start)
     Johari Window article
     TED Talk/Susan Cain on the Power of Introverts:

2/3   Values and Attitude
     Pre-class work:
     1 Assessment: “Test Your Mindset” link  http://mindsetonline.com/testyourmindset/step1.php
     Make Your Values Mean Something article
     Giving Voice to Values article link:
     http://www.businessweek.com/managing/content/aug2010/ca20100831_562139.htm#p1
     Review video (approx. 26 minutes), Carol Dweck 'Mindset - the new psychology of success':
     https://www.youtube.com/watch?v=QGvR_0mNpWM
     >Submit Myers-Briggs Skill-building Worksheet

2/10  Emotional Intelligence
     Pre-class work:
     1 Assessment: Emotional Intelligence
     What Makes a Leader article
     Leadership is About Emotion article link:
     http://www.forbes.com/sites/meghanbiro/2013/12/15/leadership-is-about-emotion/
     Managing Your Emotions at Work article link:
     http://www.mindtools.com/pages/article/newCDV_41.htm
     >Submit Values & Attitude Skill-building Worksheet

2/17  Managing Stress and Time
     Pre-class work:
     1 Assessment: Life Events Stress Assessment  http://www.emotionalcompetency.com/srrs.htm
     Manage Your Work, Manage Your Life article
     Developing Self-discipline article link:  http://www.studygs.net/discipline.htm
     What Resilience Means and Why It Matters HBR blog:
     https://hbr.org/2015/01/what-resilience-means-and-why-it-matters/?utm_source=newsletter_weekly_hotlist&utm_medium=email&utm_campaign=hotlist112612&cm_ite=weeklyhotlist011215+%281%29&cm_mmc=fischera%40wharton.upenn.edu&referral=00202&cm_v en=sopp-email&cm_mmc=email_-_newsletter_-_weekly_hotlist_-_hotlist112612
Interpersonal Skills

2/24  Communication
Pre-class work:
1 Assessment: Interpersonal Styles
Good Managers Are Good Listeners article
The Power of Talk by Deborah Tannen article
Trust article link:
http://www.psychologytoday.com/blog/trust-the-new-workplace-currency/201112/7-
misunderstood-truths-about-workplace-trust
TED Talk//Amy Cuddy on Your Body Language Shapes Who You Are:
http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html
>Submit Stress & Time Skill-building Worksheet

3/2  Conflict
Pre-class work:
1 Assessment: Thomas-Kilmann Conflict Style. First read “TKI Instructions”
Choose The Right Words blog site:
https://hbr.org/2014/06/choose-the-right-words-in-an-argument/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+harvardbusiness%252Fweeklyhotlist+%2528HBR+Blog+Network+Newsletter+Feed++Weekly+Hotlist%2529&cm_ite=WeeklyHotlist062314+%25281%2529&cm_sm=sp}%253Afischera%2540wharton.upenn.edu&cm_ven=S
pop-Email
>Submit Communication Skill-building worksheet

3/9  Persuasion and Influence
Pre-class work:
1 Assessment: Persuasion Styles
The Art of Woo article
Dank Pink’s To Sell Is Human book summary:
Hyrum’s “All Washed Up” clip link: http://www.youtube.com/watch?v=osUwukXSd0k
>Submit Conflict (TKI) paper by EOD on 3/14.

3/16  RU Spring Break: no class meeting

3/23  Managing Feedback
No pre-class work
>Present Team Persuasion Pitch

Group Skills

3/30  Teamwork
Pre-class work:
5 Dysfunctions of a Team/Lencioni article
Bring Out The Best In Your Team article
Three Types of Teams article link:
http://www.inc.com/the-build-network/the-3-types-of-teams-and-the-key-to-managing-each.html
>Submit PDP Action Planning paper by EOD on 4/1.
4/6  **Horizontal Leadership and Collaboration**  
Pre-class work:  
Eight Ways to Build Collaborative Teams article  
Optional: How To Give A Killer Presentation article  
>Submit Teamwork Skill-building worksheet

4/13  **Pulling it all together**

4/20  Thought Leader Team Presentations

4/27  Thought Leader Team Presentations (continued, if needed) and course finale.