INF387C MANAGING INFORMATION ORGANIZATIONS
Spring 2012
Fridays 9-12
UTA Bldg Rm 1.208

Professor Diane E. Bailey
debailey@ischool.utexas.edu, UTA 5.438,
Office Hours as follows: email is the best way to reach me; best in-person times are Thursdays or Fridays 12-1 if arranged in advance; voicemail a no-go, but quite happy to talk by phone if arranged in advance.

CA Ramona Broussard
lindley.broussard@gmail.com

OVERVIEW
This course is designed to help you develop skills and awareness for managing in the context of an information organization. The course emphasizes active learning through numerous class exercises in addition to case discussions and individual and group assignments. I have designed your assignments to prompt personal reflection, sometimes explicitly. Practice and reflection are central to your learning in this course. Although oriented to developing practical skills to help you in your career, the material in the course is grounded in theory and research from social psychology, small group research, organizational behavior, strategy, innovation and the like. We start at the individual level so that you can begin to develop awareness about yourself and your relationships with others that is critical as a manager. From there, we move on to group level dynamics common in work settings. We end with a focus on project and budget management skills so that you develop nascent skills in managing resources.

LEARNING OUTCOMES
This course targets management-related as well as general learning outcomes. Specifically, you will

• Learn to identify, appreciate, and work with individual personality differences
• Build critical communication and relationship skills
• Observe and understand common group dynamics to better lead work teams
• Assess your conflict management style and recognize the benefits of other styles
• Develop negotiation skills that draw on information exchange and persuasion
• Learn and use project planning tools and project management methods
• Construct a line-item budget and its associated narrative
• Practice and improve your teamwork skills
• Hone your verbal, visual, and writing presentation skills
• Translate theories and concepts from academic literature into practical understanding
• Gain insights from experienced managers about the challenges they face and skills they need
• Ultimately, develop an understanding of what it takes to be a manager, build confidence in your ability to lead others, and gain and demonstrate skills and knowledge through case studies, in-class activities, a group project, and numerous class discussions
Course Policies

Attendance and Participation
You are expected to attend each week’s class session and to have completed the reading and any assignments so that you can actively engage in discussions. You are also expected to work diligently and cooperatively on in-class exercises and your group project. Poor attendance and participation will lower your grade; good attendance and participation may improve it.

Grading
See end of syllabus for descriptions of the eight assignments in this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. Reflected Best Self Portrait</td>
<td>15</td>
<td>2/10</td>
</tr>
<tr>
<td>2. Negotiation Presentation</td>
<td>10</td>
<td>3/2</td>
</tr>
<tr>
<td>4. Project Plan</td>
<td>5</td>
<td>3/9</td>
</tr>
<tr>
<td>5. Group Report</td>
<td>10</td>
<td>4/6</td>
</tr>
<tr>
<td>6. Group “How-To” Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Class Evaluation (of group)</td>
<td>5</td>
<td>(4/13,4/20)</td>
</tr>
<tr>
<td>b. Professor’s Evaluation (of group)</td>
<td>10</td>
<td>(4/13,4/20)</td>
</tr>
<tr>
<td>8. Group Report (Revised)</td>
<td>5</td>
<td>5/4</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Submission of On-Time and Late Work
You should submit all written assignments in hard copy in class on the date shown; DO NOT submit assignments via email. DO NOT tell me that the printer did not work; I expect you to have your work completed and ready each week by 9 a.m. Friday. Infractions yield penalties. The only exception is an illness that prevents you from coming to class; in that case, you may email your work. Your individual and group presentations cannot be late because of scheduling needs. For all other assignments, you will lose half a letter grade for work submitted by noon on Monday and another half a letter grade per day for each additional day late. You should/must submit late work, and only late work, to me by email.

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Source: http://www.utexas.edu/welcome/mission.html

Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.
Documented Disability Statement (cont’d)

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

<table>
<thead>
<tr>
<th>#</th>
<th>Article</th>
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# MATERIALS YOU MUST ACQUIRE, THEIR PRICE AND SOURCE

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Cost</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflected Best Self Portrait <strong>Exercise</strong> (129 Kb) (Get the exercise, not the booklet).</td>
<td>$6</td>
<td><a href="https://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/ReflectedBestSelfExercise.htm">https://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/ReflectedBestSelfExercise.htm</a></td>
</tr>
<tr>
<td>2</td>
<td>A book of your choosing on personality types. Some people like Berens, L.V. et al. 2002. <em>Quick Guide to the 16 Personality Types in Organizations: Understanding Personality Differences in the Workplace</em>, Telos Publications: Huntington Beach, CA for its brevity; others object to the absence of a narrative. A book with a narrative well suited for this course is Kroeger, O. 2002. <em>Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job</em>, Random House: New York, but some students find it biased against women and towards SJs. Check out the library or Amazon to find one to your liking.</td>
<td>~$15</td>
<td>Library, local bookstore, or Amazon.</td>
</tr>
<tr>
<td>5</td>
<td>A book of your choosing on slide and presentation design. There are many; one I particularly like is Williams, R. 2009. <em>The Non-Designer’s Presentation Book</em>, Peachpit Press, Berkeley, CA.</td>
<td>$16</td>
<td>Library, local bookstore, or Amazon.</td>
</tr>
<tr>
<td>8</td>
<td>GanttProject project management software</td>
<td>Free!</td>
<td><a href="http://www.ganttproject.biz/download">http://www.ganttproject.biz/download</a></td>
</tr>
<tr>
<td>10</td>
<td>HBP Case: Historical Society of Pennsylvania. #597062-PDF-ENG.</td>
<td>$4</td>
<td>See link below.</td>
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</table>

**Cost of Course Materials** | $85 |

**Harvard Business Press Course Link:** [http://cb.hbsp.harvard.edu/cb/access/11723420](http://cb.hbsp.harvard.edu/cb/access/11723420)
# Weekly Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>In-Class Activities</th>
<th>Items to Do/Read PRIOR to Class (see tables above for full citations)</th>
<th>Due in Class</th>
</tr>
</thead>
</table>
| Week 1   | Introduction: Learning in Action, How to Prepare for and Participate in This Class | • Explanation of assignments: focus on practice & reflection  
• How to read a journal article  
• How to read a case  
• How to participate in this class  
• (later) How to work in a group | • Read syllabus, get course materials and get started on your Reflected Best Self Portrait requests |             |
| 1/20     |                                                                        |                                                                                     |                                                                       |              |
| Week 2   | Individual Differences: Understanding Yourself and Others             | • “House of Your Dreams” exercise  
• Core self evaluation scale  
• Tolerance of ambiguity scale | • Take a personality test to determine your Myers-Briggs Type Indicator (MBTI) or your Keirsey Temperament. Some free online tests:  
http://www.humanmetrics.com/cgi-win/JTypes2.asp  
http://www.keirsey.com/sorter/instruments2.aspx?partid=0. Come to class knowing your 4- or 2-letter type.  
• Read a personality type book of your choice. |             |
| 1/27     |                                                                        |                                                                                     |                                                                       |              |
| Week 3   | Communicating Verbally with Others                                    | • Listening exercises  
• How to talk with your boss, your reports, and your co-workers  
• Consequences of poor communication | • Read Stone et al. 2010. *Difficult Conversations.*  
<p>| 2/3      |                                                                        |                                                                                     |                                                                       |              |</p>
<table>
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<tr>
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<th>In-Class Activities</th>
<th>Items to Do/Read PRIOR to Class</th>
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</tr>
</thead>
</table>
| Week 4 2/10 | Negotiation and Persuasion | • Airport package exercise  
• Salary negotiation exercise  
• Peer approval of topic | • Read Shell, 2006, *Bargaining for Advantage* and complete its negotiation style survey; bring your results to class. | • Reflected Best Self Portrait |
| Week 5 2/17 | Presenting Material Verbally, Visually, and in Writing | • “How-to” on giving a good talk  
• 1-minute intro exercise  
• Handoff exercise  
• Writing well for business | • Read Heath & Heath. 2008. Making your presentation stick.  
• Look over a design book of your choice.  
• Read Roman and Raphaelson, 2000, *Writing that Works*.  
• Watch one talk on TED: [http://www.ted.com/](http://www.ted.com/)  
• Come prepared with a one-minute intro for your negotiation talk to practice for feedback. | |
| Week 6 2/24 | Hiring, Firing, and Other Difficult Tasks | • Practice interviews  
• Firing steps & tips  
• Difficult conversations grab bag exercise | • Read Yate. 2006. *Hiring the Best*. | |
| Week 7 3/2 | | INDIVIDUAL NEGOTIATION PRESENTATIONS | | |
| Week 8 3/9 | Ground Rules for Groups | • Pick leader  
• Establish group norms  
• Allocate work  
• Create and submit project plan | • Negotiation Report  
• Project Plan | |
<p>| 3/16 | | SPRING BREAK | | |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<th>Items to Do/Read PRIOR to Class</th>
<th>Due in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Group Conflict and Development</td>
<td>• Conflict exercise</td>
<td>• Read Brett et al. 2006. Managing multicultural teams.</td>
<td>• Note: Class in 5.522 this day</td>
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<tr>
<td></td>
<td></td>
<td>• Group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Project Management and Planning</td>
<td>• Exercise to build Gantt charts and CPM/PERT diagrams</td>
<td>• Download free software called Gantt Project: <a href="http://www.ganttproject.biz/download">http://www.ganttproject.biz/download</a> and bring your laptop to class (or make sure a friend is)</td>
<td></td>
</tr>
<tr>
<td>3/30</td>
<td></td>
<td>• Group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Coping in Hard Times (aka How to Defend a Budget)</td>
<td>• Case discussion</td>
<td>• Read Case: Historical Society of Pennsylvania.</td>
<td>• Group Report</td>
</tr>
<tr>
<td>4/6</td>
<td></td>
<td>• Budget examples, including persuasive narratives</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Group meeting</td>
<td></td>
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<tr>
<td>Week 12/13</td>
<td></td>
<td></td>
<td>GROUP “HOW-TO” PRESENTATIONS</td>
<td></td>
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<tr>
<td>4/13, 4/20</td>
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<tr>
<td>Week 14</td>
<td>Voices of Experience: Advice for the Future Manager</td>
<td>• Expert panel: guests from cultural institutions and industry</td>
<td>• Look over once again Roman and Raphaelson, 2000, Writing that Works.</td>
<td>• Learning Journal</td>
</tr>
<tr>
<td>4/27</td>
<td></td>
<td>• Writing workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Moving Forward</td>
<td>• Planning your career progression</td>
<td>• Group Report (Revised, with graded original attached)</td>
<td></td>
</tr>
<tr>
<td>5/4</td>
<td></td>
<td>• Where to turn for help and resources</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Surveys</td>
<td></td>
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</tbody>
</table>
ASSIGNMENTS

You must complete eight assignments for this course, as listed here in chronological order and described in detail below.

1. Reflected Best Self Portrait
2. Negotiation Presentation
3. Negotiation Report
4. Project Plan
5. Group Report
6. Group “How-To” Presentation
7. Learning Journal
8. Group Report (Revised)

**Reminder: All written assignments are due in class at the beginning of class, printed in hard copy, double-sided, stapled, NO COVER PAGE. Email copies in lieu of hard copies will incur a 5% penalty. Late work, by contrast, can and must be submitted by email.**

Reflected Best Self Portrait
This exercise is designed to help you recognize your strengths by soliciting opinions from the people who know you best. It requires that you ask 15-20 people for input, which you then analyze and summarize in an essay (minimum 500 words), so you need to get started right away. The instructions are included in material put together by professors at the University of Michigan. You should visit the link below to purchase the material online. Be careful: Make sure you order the EXERCISE (129 KB), not the booklet (618 KB) – both are $6. Use no cover sheet and indicate word count.

https://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/ReflectedBestSelfExercise.htm

What am I looking for when grading your reflected best self portrait? I am looking for effort in all its forms. Did you solicit enough people for responses and did you use a wide net to capture a range of relationships? Did you identify themes among the responses and did you provide evidence (limited quotes, not all your data) for them? Did you reflect on how you interpreted these responses and how they matched up, or did not, to your own sense of self? Did you make an attempt to reconcile any differences between what your informants said and what you think about yourself? I am also looking for faithful execution of the assignment. Did you maintain a positive outlook and avoid casting negative aspersions on yourself? Did you come out of this exercise with a clear sense of your unique strengths, of the positive attributes that you bring to the table?

Negotiation Presentation and Report
You must enter into a negotiation with someone to persuade that person to do something you think is impossible to convince him or her to do. Your chosen negotiation topic must be approved by a peer or peers in a class exercise (see class schedule). Choose a topic that has meaning for you so that you are invested in doing well. If you are fearful or uncomfortable, you might want to choose a topic involving someone you do not know as a way of easing yourself into negotiation. You MAY NOT choose a negotiation with your cable company because this is a perennial favorite and we will quickly tire of hearing so many similar stories when you present in class. However, I do encourage you to negotiate with your cable company as a trial run to prepare you
for your assignment. In the past, students have negotiated cable savings that more than compensated them for the cost of course materials in this class! Doing a first negotiation by phone also relieves much of the anxiety that you may experience. Your “real” negotiation for the assignment may also be by phone if you prefer, but I encourage you to brave a face-to-face encounter. Remember, negotiation, if done well, is about win-win solutions: your negotiation partner is also gaining by talking with you.

You will present the results of your negotiation in two forms. First, you will deliver a 2-minute (no more!) talk in class. In your talk, tell us with whom you negotiated (by role or position, not name) and what you tried to persuade that person to do. Describe your preparation process and your information exchange upon first talking with your negotiating partner. Detail how the bargaining played out. Include any closure and commitment efforts that you or your partner made. State the outcome of your negotiation and reflect on the process, including your own performance and how you felt. Conclude by telling us what you learned about yourself as a negotiator, what you would do differently in hindsight, and on which skills you intend to work.

Presenting in front of a group can be scary, and only practice will help you get comfortable. I encourage you to work with a group of class friends to practice outside of class. Feel free to lighten the tension by using humor in your talk, but do treat this as a professional presentation (pretend your boss is in the audience). You want to convey information in a clear, coherent, and hopefully engaging manner. Review all the tips from our class lecture, discussion, and exercises on presenting. Note that on the scoring sheet at the end of this syllabus, I will grade your presentation only on skills related to delivery and engagement. I will not include an evaluation of your content, organization, and goal achievement in a talk until you give your group presentation. My intent is to help ease you into presenting by placing your focus first on the skills of delivery and engagement only. Of course, coherence helps engagement, but I trust you get my point.

Second, you will write up your experience in a formal report (minimum 1000 words). Include the same information that you covered in your talk, professionally delivered this time as a memo or short report to your boss, updating him or her on your negotiation training. The report should begin with a single paragraph summary, indicated and set off as such, in which you convey the main information. The balance of the report should succinctly provide details, preferably in sections set off with subtitles related to stages of negotiation. Here, content and organization are important. I will be looking for good, solid writing. End with bulleted next steps for improvement. Your report should be double-spaced, with one-inch margins, stapled, and double-sided. Provide a word count.

In your presentation and your report, remember that for this exercise, success in gaining what you desired is great, but reflective understanding is even better.

**Project Plan**
Your group will meet in class for a full session to begin work on your group project. Your first task is to select a leader, establish group norms, allocate tasks, and develop a timeline for task completion and work integration. You will complete this entire assignment in class and will turn it in at the end of the class. You project plan should include the following information, in order, and presented in subtitled sections:

*Group Name.* Choose something fun if you like, yet professional.

*Group Composition.* List all members.
Leader. Most class groups flounder because everyone in the group hesitates to take charge, even when things turn particularly grim. You will choose a leader today. The leader gets no extra points in class grade, nor will I look down upon non-leaders. You simply need someone to be the coordinator of this group. Decide amongst yourselves what you want the leader’s role to be.

Group Norms. List and describe all the norms that your group wishes to enact. Group norms are standards for behavior and attitude. As we noted when discussed personality differences, people have different expectations and desires when working in a group (e.g., some people like to brainstorm a lot and postpone decisions, others want a clear path with milestones on day one). Thus, you ought to spend a good bit of time in this class session talking about your personality types and your work style preferences. You may want norms to cover things like how you will brainstorm and how you will run meetings. At a minimum, I want you to develop two norms.

The first norm is for how you will communicate. Say that you choose to communicate by email. That’s great, but now you also need to specify how long members have to reply. Do you expect a response within 24 hours? Within 4 hours? Teams get into trouble when they want quick replies, but fail to set a precise norm defining promptness. Should all emails copy all members? That is probably a good idea, but you need to figure out what works for your team. Do not set any norm that all members cannot meet.

The second norm is for how you will make group decisions. Do you want to vote or reach consensus? How long can you postpone a decision? What if the group cannot reach agreement? How will you resolve conflicts? What is the leader’s role in decision making?

Task Allocation. You need to divide up the work of this project. Who will search which databases? Who will read and summarize articles? Who will scour the web for professional associations or other sites with relevant material? Who will locate and read relevant books on the topic? Who will design the slides (if you use them)? You will certainly add new tasks as you go along, but you ought to have a fairly good idea right now of who is going to do what.

Work Plan. You need to specify what your major tasks are and by when you intend to complete them. How will you combine and organize information across members? How will you develop a coherent, integrated presentation and report? When do you need to meet as a group and which tasks can be done individually? Lay all these details out and include a graphic timeline to show major deadlines. DO NOT wait until the night before the presentation to practice as a group and DO NOT wait until the night before the report is due to send all your materials to the poor soul that you may have deemed “integrator.” Choose “check-in” mechanisms along the timeline that work for everyone, allaying the anxieties of your more nervous members without creating an undue sense of urgency to your more laid-back members.

You will turn in a hard copy of this project plan at the end of class. DO NOT make us wait for you to print it out and DO NOT expect to simply email it to us. And most importantly, DO NOT expect us to make a copy for your team! Infractions will incur penalties. Best solution: write one for us, type one for you.

Group “How-To” Report, Presentation, and Revised Report
In small groups, you will research one of the “how-to” topics below, assigned by me based on your group preferences.

- Write a Job Description
- Mentor a Junior Person
- Conduct a Performance Review
- Delegate Work to Your Reports
For this project, you must complete the following tasks at a minimum: (1) research the topic thoroughly, including the best academic and practitioner material you can find, (2) evaluate (prune) the material to determine what you want to cover, (3) submit an edited and proofread written report, (4) develop a verbal presentation (5) practice your presentation as a group, (6) deliver your presentation to the class, (7) revise and resubmit your written report based on feedback I provide. Although you certainly may and should divide up the work, everyone in your group must participate meaningfully in each of these tasks; your group should work hard to smoothly integrate all contributions.

Your group will first write a report on this topic, to be submitted to your manager (me). The first page of the report should contain your group members’ names and an executive summary (no longer than one page, because busy managers may only have time to read that much and may pass the balance off to someone else). The second page should be a table of contents. The balance of the report, beginning on page three, should detail your findings in orderly sections with subtitles. Use graphics such as tables and figures, all neatly titled and labeled, to help convey data-rich information. Your narrative should treat the manager as someone who is gearing up to train ALL his employees in the topic you investigated. Thus, you want to convey what you think everyone needs to know based on your research, and provide resources for follow up. The report SHOULD NOT read as a litany of what you did. After reading your report, your manager should feel very well informed on the topic and be ready to move ahead with training. Your report should be double-spaced, with one-inch margins, stapled, and double-sided. Provide a word count.

Do not ask me how long the report should be. Use your judgment, bearing in mind that you want to convey all the necessary information, but you are not writing a treatise. I will evaluate your report based on solid writing, clear organization, coherent presentation of ideas, content, and conformity to all specifications.

In addition to the written report, your group will give a 20-minute “how-to” presentation to the class. Your group is to act as a team giving a talk in your organization’s monthly lunch meeting attended by all managers and supervisors (to be played by your classmates). Your objective is to educate the managers and supervisors, help them begin to develop skills in the topic area, and help them retain what they learn in your presentation. In other words, assume that your manager, having read your report, has given you the go-ahead to begin training all the managers and supervisors. A 5-minute question-and-answer period that you will moderate will follow your presentation.

You are limited to one handout, which may be double-sided. Employ a layout that will facilitate retention and later reference, not one that will cram in additional, uncovered material. You may use whatever presentation technologies you wish, with the caveat that you should practice their use prior to the presentation day to ensure they work smoothly. You are encouraged to be creative, for example by using a skit, making a movie, developing a quick exercise, role playing, and the like. Just remember that your creativity, like every other aspect of your presentation, should be aimed at the objective as described here.
Your classmates and I will evaluate your presentation according to how well your team presented this material and helped the class (managers and supervisors) to learn it. I have included an evaluation sheet at the end of the syllabus so that you fully understand the relevant metrics. Note that now content, organization, and goal achievement have joined delivery and engagement (carried over from the negotiation presentation) as criteria.

I will return your written reports with detailed comments. Afterwards, we will discuss the reports in general and review a few writing tips in class. You will then revise your report and resubmit it to me for final grading. I will evaluate your revision according to how well you responded to and dealt with my feedback. *Turn in your graded original report with your revision.*

**Learning Journal**
A learning journal is a journal that you keep (digitally or in a notebook) in which you record what insights you have gained through experiences in this course. Keeping a learning journal helps you to be more reflective of what you are learning, what value this learning has for you, and what more you want to or should learn. You should write in your learning journal at least once a week. At a minimum, you must record your impressions of what you learned in class (through discussions, exercises, and lectures) and what you read. A learning journal is a place to record questions that come to your mind, interesting ideas from classmates, thoughts on how this course material relates to other courses or to other knowledge you have, thoughts sparked by class discussion that may not be fully formed yet, lists of topics you want to pursue in greater depth later, ideas for ways to gain or practice skills, topics you particularly like or dislike, worries that you have about yourself as a manager, and so forth. *Do not use the journal as your notebook for taking class notes; its intent is for recording personal reflection, not universal knowledge.*

As an example of what I expect to see in your journal, you might, when reflecting on the material about personality types and differences, ponder in your journal these questions: Which letters are clearly on target for you, which ones are borderline? We wish to view differences as positive, not negative. Bearing that advice in mind, and after reading about types other than your own, what do you now recognize about some of your interactions with other individuals in your life? What strategies do you think you might now employ in your dealings with various others to achieve better interpersonal relations and other outcomes? Overall, what insights have you gained from this material on individual personality tendencies and differences?

Although journal length will vary from student to student, you should, in general, write at least 300 words per week in your learning journal, and often more. The journal should include your thoughts and reflections on all material and activities up to and including the group presentations.

You must also write up separately (not interspersed in your journal) answers to the following summative questions and hand in your answers with your journal. Your journal should contain evidence that your responses to these questions are based at least in part upon journal entries. Your response to the first two questions should be at least 400 words and for the last two questions at least 200 words, for a total of 1200 words, most likely more. Indicate word count.

- What have I learned about myself as a future (current) work colleague?
- What have I learned about others in the work setting, in particular how I will (do) relate to and work with them?
- In what areas do I feel pleased with my progress in gaining management skills, and in what areas do I want to focus more attention in the future?
- How do I feel about the prospect of becoming a manager? Do I run from it? Am I interested, but anxious? Do I look forward to it and wish to pursue it?
INDIVIDUAL NEGOTIATION PRESENTATION EVALUATION

Presenter __________________________________________________________

I will provide a grade based on my overall assessment according to the criteria below and the following scale:

A+ Absolutely, Well Done, Perfect!
A Yes, Excellent, Just Needs a Little Tweaking
A- Pretty Much So, But One or Two Non-Critical Issues
B+ Not Exactly, A Couple Key Weaknesses
B No, Multiple Problems
B- or worse Absolutely Not, Far Below Expectations

Delivery and Engagement

• Was the verbal delivery good in terms of pace, volume, intonation and the like?
• Was the nonverbal delivery good in terms of confidence, gestures, movement, use of space, eye contact, and the like?
• Were the visual aids (if any) helpful, supportive, clear and easily understood?
• Did the presenter engage the audience’s attention?

Grade ______
GROUP “HOW-TO” PRESENTATION EVALUATION

Group Topic ___________________________________________________________

Evaluated By _________________________________________________________

Your classmates and I will provide a grade based on our overall assessment according to the criteria below and the following scale:

A+  Absolutely, Well Done, Perfect!
A   Yes, Excellent, Just Needs a Little Tweaking
A-  Pretty Much So, But One or Two Non-Critical Issues
B+  Not Exactly, A Couple Key Weaknesses
B   No, Multiple Problems
B- or worse  Absolutely Not, Far Below Expectations

Delivery and Engagement  Grade ______

• Was the verbal delivery good in terms of pace, volume, intonation and the like?
• Was the nonverbal delivery good in terms of confidence, gestures, movement, use of space, eye contact, and the like?
• Were the visual aids (if any) helpful, supportive, clear and easily understood?
• Did the presenters engage the audience’s attention?

Content, Organization, and Goal Achievement  Grade ______

• Was the content appropriate and sufficient?
• Was the material organized coherently, with clear relationship between ideas, sound segues between sections, and strong introduction and conclusion?
• Did the presentation meet its intended objective to educate managers and supervisors and to help them begin skill development in the topic area?

Overall Grade ______