

INF387C MANAGING INFORMATION ORGANIZATIONS

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Overview

I designed this course to help you develop skills to manage people, projects, and resources in the context of an information organization. The course emphasizes active learning through class exercises in addition to case discussions as well as individual and group assignments. Your coursework should prompt personal reflection: *Practice and reflection are central to your learning*. Although I gear the course to practical career skills, I ground all the material in theory and research from social psychology, small group research, organizational behavior, strategy, innovation and related fields. We start at the individual level so that you can begin to develop awareness about yourself and your relationships with others that is critical for your success as a manager. We move from there to group level dynamics common in work settings. We end with a higher-level focus on projects, vendors, and budgets.

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
- Analyze a line-item budget and its associated narrative
- Practice in a structured and guided way your teamwork skills
- Hone your verbal 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

I expect you to attend each week's class session and to have completed the reading and any assignments so that you can actively engage in discussions. I also expect you 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 assignments in this course.

| <i>Assignment</i> | <i>Percentage of Grade</i> | <i>Due Date</i> |
|------------------------------------|----------------------------|-----------------|
| 1. Reflected Best Self Portrait | 20 | 9/23 |
| 2. Project Plan | 5 | 9/30 |
| 3. Group Report (First Submission) | 10 | 10/21 |
| 4. Group “How-To” Presentation | 10 | 10/28 |
| 5. Group Report (Revised) | 5 | 11/4 |
| 6. Negotiation Plan | 5 | 11/11 |
| 7. Negotiation Presentation | 10 | 11/25 |
| 8. Negotiation Summary | 10 | 11/25 |
| 9. Learning Journal | 25 | 12/2 |
| Total | 100% | |

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. Have your work completed and ready by 9 a.m. in class. Do not tell me that the printer did not work. Infractions of my rules 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 Wednesday 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. Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., course material is not readable for proper alternative text conversion). Contact SSD at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: <http://ddce.utexas.edu/disability/current-students/>

Materials Available on Course Canvas Site

| | |
|---|---|
| 1 | Maitlis, S. & Ozcelik, H. 2004. Toxic decision processes: A study of emotion and organizational decision making. <i>Organization Science</i> , 15(4): 375-393. |
| 2 | Heath, C. & Heath, D. 2008. Making your presentation stick. From their website: http://heathbrothers.com/resources/ . |
| 3 | Jehn, K.A. & Mannix, E.A. 2001. The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. <i>Academy of Management Journal</i> , 44(2): 238-251. |
| 4 | Clegg, H., & Montgomery, S. 2006. How to write an RFP for information products. <i>Information outlook</i> , 10(6). |

Materials You Must Acquire, Their Price and Source

| # | Item | Cost | Source |
|----|---|-------------|---|
| 1 | Reflected Best Self Portrait Exercise 2 nd Edition | \$9 | http://positiveorgs.us.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/ |
| 2 | A book of your choice on personality types. Some people like the brevity of Berens, L.V. et al. 2002. <i>Quick Guide to the 16 Personality Types in Organizations: Understanding Personality Differences in the Workplace</i> , Telos Publications: Huntington Beach, CA; others mind the absence of a narrative in this text. A book with a narrative well suited for this course is Kroeger, O. 2002. <i>Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job</i> , Random House: New York. Some students, however, find Kroeger's book biased against women and towards SJs. Check out the library or online to find a book to your liking. | \$14 | Library, local bookstore, or online seller. |
| 3 | Stone, D., Patton, B., Heen, S. and Fisher, R. 2010. <i>Difficult Conversations: How to Discuss What Matters Most</i> , 10 th Edition. Penguin. | \$11 | Library, local bookstore, or online seller. |
| 4 | Shell, G.R. 2006. <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i> , 2 nd Edition. Penguin. | \$12 | Library, local bookstore, or online seller. |
| 5 | Roman, K. and Raphaelson, J. 2000. <i>Writing that Works: How to Communicate Effectively in Business</i> , 3 rd Edition. Collins. | \$9 | Library, local bookstore, or online seller. |
| 6 | Yate, M. 2006. <i>Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting</i> , 5 th Edition. Avons Media. | \$11 | Library, local bookstore, or online seller. |
| 7 | GanttProject 2.6, project management software | Free! | http://www.ganttproject.biz/download |
| 8 | HBP Article: Brett, J., Behfar, K. and Kern, M.C. 2006. Managing Multicultural Teams. R0611D-PDF-ENG. | \$4 | See link below. |
| 9 | HBP Case: Historical Society of Pennsylvania. #597062-PDF-ENG. | \$4 | See link below. |
| 10 | HBP Case: Timberjack Parts: Packaged Software Selection Project #9-398-085 | \$4 | See link below. |
| | Maximum Cost of Course Materials | \$78 | |

Harvard Business Press Course Link: <https://cb.hbsp.harvard.edu/cbmp/access/27819487>

Weekly Class Schedule

| Session | Topic | In-Class Activities | Items to Do/Read PRIOR to Class <i>(see tables above for full citations)</i> | Due in Class |
|----------------|--|--|--|--------------|
| Week 1 9/2 | Learning in Action: How to Prepare for and Participate in This Class | <ul style="list-style-type: none"> • Explanation of assignments: Focus on practice & reflection • How to write a learning journal • How to read an academic article • How to read a business case • How to participate in class discussions | <ul style="list-style-type: none"> • Read syllabus • Get course materials • Begin crafting requests for your Reflected Best Self Portrait | |
| Week 2 9/9 | Individual Differences: Understanding Yourself and Others | <ul style="list-style-type: none"> • “House of Your Dreams” exercise • Core self evaluation scale • Tolerance of ambiguity scale | <ul style="list-style-type: none"> • Complete a personality assessment to determine your Myers-Briggs Type Indicator (MBTI) or your Keirsey Temperament. Some free online assessments: 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. | |
| Week 3 9/16 | Communicating Verbally with Others | <ul style="list-style-type: none"> • Listening exercises • How to talk with your boss, your reports, and your co-workers • Consequences of poor communication • How to give a talk | <ul style="list-style-type: none"> • Read Stone et al. 2010. <i>Difficult Conversations</i>. • Read Maitlis & Ozcelik. 2004. Toxic decision processes: A study of emotion and organizational decision-making. • Read Roman and Raphaelson, 2000, <i>Writing that Works</i>, ch. 6. • Read Heath & Heath, 2008, How to make your presentation stick. | |

| Session | Topic | In-Class Activities | Items to Do/Read PRIOR to Class <i>(see tables above for full citations)</i> | Due in Class |
|-----------------|---|--|--|---|
| Week 4 9/23 | Hiring, Firing, and Other Difficult Tasks | <ul style="list-style-type: none"> • Practice interviews • Firing steps & tips • Difficult conversations grab bag exercise | <ul style="list-style-type: none"> • Read Yate. 2006. <i>Hiring the Best</i>. | <ul style="list-style-type: none"> • Reflected Best Self Portrait |
| Week 5 9/30 | Ground Rules for Groups | <ul style="list-style-type: none"> • How to work in a group • Picking a leader • Establishing group norms and roles • Report writing tips • Allocating work • Creating and submitting project plan | <ul style="list-style-type: none"> • Roman and Raphaelson, 2000, <i>Writing that Works</i>, chs. 7 and 8. | <ul style="list-style-type: none"> • Project Plan |
| Week 6 10/7 | Managing Projects and Project Teams | <ul style="list-style-type: none"> • Assessing scope • Building Gantt charts • Group meeting | <ul style="list-style-type: none"> • Download free software called Gantt Project: http://www.ganttproject.biz/download and bring your laptop to class (or make sure a friend will) | |
| Week 7 10/14 | Group Conflict and Development | <ul style="list-style-type: none"> • Conflict exercise • Conflict self-assessment • Group meeting | <ul style="list-style-type: none"> • Read Brett et al. 2006. Managing multicultural teams. • Read Jehn and Mannix. 2001. The dynamic nature of conflict. | |
| Week 8 10/21 | Preparing for a Group Business Presentation | <ul style="list-style-type: none"> • Slide review • Determining hand-off signals • Practicing talks | | <ul style="list-style-type: none"> • Group Report (First Submission) |
| Week 9 10/28 | GROUP “HOW-TO” PRESENTATIONS | | | |

| Session | Topic | In-Class Activities | Items to Do/Read PRIOR to Class <i>(see tables above for full citations)</i> | Due in Class |
|------------------|---|---|--|--|
| Week 10 11/4 | Negotiation and Persuasion | <ul style="list-style-type: none"> • Airport package exercise • Salary negotiation exercise • Peer approval of topic | <ul style="list-style-type: none"> • Read Shell, 2006, <i>Bargaining for Advantage</i>. • Complete the negotiation style survey in the book and bring your results to class. | <ul style="list-style-type: none"> • Group Report (Revised, with graded first submission) |
| Week 11 11/11 | Dealing with Vendors and Suppliers | <ul style="list-style-type: none"> • New iSchool Software Exercise • Negotiation plan evaluation | <ul style="list-style-type: none"> • Read Clegg & Montgomery, 2006, How to write an RFP. • Read <u>Case</u>: Timberjack Parts. | <ul style="list-style-type: none"> • Negotiation Plan |
| Week 12 11/18 | Coping in Hard Times (aka How to Defend a Budget) | <ul style="list-style-type: none"> • Case discussion • Budget examples, including persuasive narratives | <ul style="list-style-type: none"> • Read <u>Case</u>: Historical Society of Pennsylvania. | |
| Week 13 11/25 | INDIVIDUAL NEGOTIATION PRESENTATIONS | | | <ul style="list-style-type: none"> • Negotiation Summary |
| Week 14 12/2 | Voices of Experience: Advice for the Future Manager | <ul style="list-style-type: none"> • Expert panel: Guests who manage in cultural institutions and industry • Going forward • Surveys | | <ul style="list-style-type: none"> • Learning Journal |

Assignments

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

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

NOTE: All written assignments are due in class at the beginning of class, printed in hard copy, preferably double-sided, definitely stapled, with word count indicated and NO COVER PAGE. Email copies in lieu of hard copies will incur a 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. Because this assignment requires that you ask 15-20 people for input, which you then analyze and summarize, you need to get started right away. The instructions are included in material put together by professors at the University of Michigan. Your completed assignment should include your reflected best-self portrait (essay format), your list and description of enablers and blockers (table format or bulleted list fine), and your plan of action (essay format). Minimum length: 750 words.

What am I looking for when grading your reflected best-self portrait assignment? 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? Did you think deeply about enablers, blockers, and a plan of action? 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?

Group “How-To” Project Plan, Written 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. In addition to listing your preferences, your group may also put forward your own topic idea, not listed below, which I may or may not accept.

- Write a Job Description
- Mentor a Junior Person
- Conduct a Performance Review
- Delegate Work to Your Reports
- Manage Volunteers
- Manage Across Generations
- Run Effective Meetings
- Handle Harassment Claims
- Manage Your Time
- Select and Manage Teleworkers

- Manage a Geographically Distributed Team
- Write a Successful Grant Proposal
- Run a Fundraising Campaign
- Manage Your Career

For this project, you must complete the following tasks at a minimum: (1) submit a project plan, (2) research the topic thoroughly, including the best academic and practitioner material you can find, (3) evaluate (prune) the material to determine what you want to cover, (4) submit an integrated, edited, and proofread written report, (5) develop a verbal presentation (6) *practice your presentation as a group*, (7) deliver your presentation to the class, (8) 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.

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. Your project plan should include the following information, in order, and presented in subtitled sections:

Group Name. Choose a fun name if you like, but keep it professional.

Group Composition. List all members.

Leader and Other Roles. Most class groups flounder because everyone in the group hesitates to take charge, even when things turn 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, what other roles (e.g., time master, integrator, proofreader, version controller, graphic designer) you want to establish, and who will fill them.

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:

1. 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.
2. 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 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 you will develop a coherent, integrated presentation and report? When do you need to meet as a group? 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 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 Report (First Submission). Your group will 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 labeled as such (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 summary should include your report title and the names of the members of your group. The second page should be a table of contents, replete with descriptive headings. 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 (me) as someone who is gearing up to train ALL her employees in the topic you investigated. Your report is not a general treatise on your topic, but something tailored to your (our) organization. Thus, don’t write sentences like, “Managers should...” Instead, say, “Our managers should...” You want to convey to me what you think everyone in the organization needs to know based on your research, and provide resources for follow up. The report SHOULD NOT read as a blow-by-blow account of what you did. After reading your report, I, as your manager, should feel very well informed on the topic and be ready to move ahead with training. Use your judgment regarding length, bearing in mind that you want to convey all the necessary information, but you are not writing a dissertation. Short reports that simply give barebones instructions are generally not helpful; lengthy reports that provide too many minor details are likewise not important. I will evaluate your report based on solid writing, logical organization, coherent presentation, quality of content, and conformity to all specifications. In the past, many students have included sentences that begin, “It is important to note that...” Please know that such sentences are vague, lack actors (who should note?), and suggest that all the other material was not important. Your writing tips that we discussed point out such problems and tell you how to rewrite. Review your writing tips with a keen eye for detail, because I certainly will, and I do not like being your copyeditor (nor, later, will your boss).

Group Presentation. 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 the managers and supervisors (to be played by your classmates) that report to your manager (me). 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. Included in your 20-minute presentation is a final 5-minute question-and-answer period that you will moderate.

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. In the past, students drop the ball on this handout and circulate crummy, poorly designed, sparse, and often unreferenced material. Please do not repeat their error.

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.

Presenting in front of a large group can be scary, and only practice will help you get comfortable. I encourage you 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. You want to convey information in a clear, coherent, and hopefully engaging manner. Review the tips from our class discussion.

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. Only my evaluation will count towards your grade; your classmates' feedback should nonetheless be useful to you.

Group Report (Revised). I will return your written reports with detailed comments. Based on my feedback, you will revise your report and resubmit it to me for final grading. I will evaluate your revision according to how well you rethought your entire report and how well you responded to and dealt with my feedback. Rethinking is important because if I happened to miss something the first time, I may not the second time. Be your own best editor and examine your paper closely in all its parts for the types of mistakes I may have pointed out only in some parts. *Turn in your graded original report with your revision.*

Negotiation Plan, Presentation, and Summary

Working alone, 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.

Plan. You will hand in a plan for your negotiation that will detail, with relevant headings to facilitate grading, (a) with whom you will negotiate (by role or position, not name), (b) for what

you will negotiate, (c) the information you have gathered in preparation for this negotiation, (d) your plan for how (if) to open and what information you might gather at the beginning of your engagement, (e) the strategies you intend to employ when bargaining, and how you will counter expected responses, and (f) your goal in the negotiation. Remember that preparation involves factual preparation (what policies are pertinent here? what is the history? what rights do I have?) as well as psychological preparation (how can I make the principle of liking work for me? of consistency or reciprocity?). There is no minimum or maximum length, but something three to five pages long seems about right.

Presentation. You will present the results of your negotiation in by delivering a 3-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 (factual and psychological) and your information exchange upon first talking with your negotiating partner. Detail how the bargaining played out, including how your strategies fared. 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.

Summary. In addition to your verbal presentation, you will write a summary of no more than three pages that presents the information I note above using clear headings similar to those I specified for your negotiation plan (e.g., with whom you negotiated, how your prepared, how the negotiation opened and closed, what you learned, and so forth). Remember that for this exercise, success in gaining what you desired is great, but reflective understanding is even better.

Learning Journal

A learning journal is a journal that you keep (digitally or in a physical notebook) in which you record what insights you have gained through experiences in this course. Keeping a learning journal helps you to reflect on 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 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? 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 individual negotiation presentations.

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

Content, Organization, and Goal Achievement

Grade _____

- Was the content appropriate and sufficient for a management presentation?
- Did the group organize coherently the material, with a strong introduction, logical presentation of ideas, segues between sections to provide a roadmap for listeners, and a conclusion grounded in the talk?
- 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 _____

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 your verbal delivery good in terms of pace, volume, intonation and the like?
- Was your nonverbal delivery good in terms of confidence, gestures, movement, use of space, eye contact, and the like?
- Did you engage the audience's attention?

Content and Goal Achievement

- Did you explain clearly how you prepared for and conducted your negotiation?
- Did you tell us the resolution of your negotiation and share your reflections on it?
- Did your talk convey that you undertook the assignment with care and effort?

Grade _____