

MANAGING INFORMATION ORGANIZATIONS

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I live by email, not phone or text, and will reply promptly to your email queries. By email, we can set up a time for an in-person meeting or a phone chat if we like. Please do not leave VM on my office phone.

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 and organizational 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 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 persuasive narrative
- Practice in a structured and guided way your teamwork skills
- Hone your verbal 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 professional 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 and due dates of the assignments in this course.

<i>Assignment</i>	<i>Percentage of Grade</i>
1. Business Cards (P/F)	5
2. Case Answers I (P/F)	5
3. Reflected Best Self Portrait	15
4. Project Plan (P/F)	5
5. Learning Journal I	10
6. Handout	10
7. Group “How-To” Presentation	15
8. Negotiation Plan	10
9. Case Answers II (P/F)	5
10. Learning Journal II	10
11. Negotiation Presentation	10
Total	100%

Submission of On-Time and Late Work

You should submit all written assignments in hard copy in class **at the absolute beginning of class** on the date due. DO NOT submit them via email. The only exception is illness that prevents you from coming to class; in that case, email your work. Do not tell me that your work is late because the printer did not work or untidy because you have no stapler. Be professional. 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 within 24 hours of class start time and another half a letter grade per day for each additional day late.

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.

Arguably the most common honor code infraction we see in iSchool courses is plagiarism. Please familiarize yourself with what plagiarism is with this [UT resource](#) because the consequences (failing an assignment or the entire course) are severe. *Ask me if you have any questions, doubts, or concerns BEFORE you turn in work.*

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

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.

MATERIALS YOU MUST ACQUIRE, THEIR PRICE AND SOURCE

#	Item	Cost	Source
1	HBP Case: Margaret Jefferson, Performance Issue at a Performing Arts Company A, #W12021-PDF-ENG.	~\$4	
2	Reflected Best Self Portrait Exercise 2 nd Edition	\$9	Positive Orgs Site
3	A book of your choice specifically 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.	\$15	Library, local bookstore, or online seller.
4	Stone, D., Patton, B., Heen, S. and Fisher, R. 2010. <i>Difficult Conversations: How to Discuss What Matters Most</i> , 10 th Edition. Penguin.	\$13	Library, local bookstore, or online seller.
5	Shell, G.R. 2006. <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i> , 2 nd Edition. Penguin.	\$15	Library, local bookstore, or online seller.
6	GanttProject 2.7, project management software	Free!	GanttProject
7	HBP Article: Brett, J., Behfar, K. and Kern, M.C. 2006. Managing Multicultural Teams. R0611D-PDF-ENG.	~\$4	See link below.
8	HBP Case: Historical Society of Pennsylvania. #597062-PDF-ENG.	~\$4	See link below.
	Approximate Cost of Course Materials	~\$62	<i>less if you buy used book copies</i>

Click here for [Harvard Business Publishing](#) course materials.

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 1/22	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 entry • How to read an academic article • How to read a business case • How to participate in class 	<ul style="list-style-type: none"> • Read syllabus • Get course materials • Start crafting requests for your Reflected Best Self Portrait 	
Week 2 1/29	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 • Networking 	<ul style="list-style-type: none"> • Complete a personality assessment to determine your Myers-Briggs Type Indicator (MBTI) or your Keirsey Temperament. • Come to class knowing your 4- or 2-letter type. • Read a personality type book of your choice (see materials list for suggestions). 	<ul style="list-style-type: none"> • Business Cards
Week 3 2/5	Communicating Verbally with Others	<ul style="list-style-type: none"> • Listening exercises • Consequences of poor communication • Everyday difficult conversations grab bag exercise • Networking 	<ul style="list-style-type: none"> • Read Stone et al. 2010. <i>Difficult Conversations</i>. • Spend 20 minutes to take this test of your ability to read emotions through others’ eyes. • Read Maitlis & Ozcelik. 2004. Toxic decision processes: A study of emotion and organizational decision-making. 	

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 2/12	Hiring and Firing (Difficult Conversations Extraordinaire)	<ul style="list-style-type: none"> • Interview questions • Mock interviews/firings • “I Can Fire You If…” quiz • Networking 	<ul style="list-style-type: none"> • Read “Three Ways to Hire Great People…” at this link. • Read the Margaret Jefferson case. 	<ul style="list-style-type: none"> • Case Answers I
Week 5 2/19	Ground Rules for Groups	<ul style="list-style-type: none"> • How to work in a group • Picking a leader • Establishing group norms and roles • Allocating work • Creating and submitting a project plan 	<ul style="list-style-type: none"> • Come to class with an idea of who you might like to work with in the group project and/or what topic (see the syllabus) you would like to work on. We’ll line up groups and topics in class. • Reread the syllabus instructions for the group project. 	<ul style="list-style-type: none"> • Reflected Best Self Portrait • Project Plan (created and turned in during class)
Week 6 2/26	Group Conflict and Development	<ul style="list-style-type: none"> • Conflict exercise • Conflict self-assessment • Sharing learnings • 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 7 3/5	Communicating to an Audience	<ul style="list-style-type: none"> • How to give a talk • Determining hand-off signals and “blocking” on “stage” • Group meeting 	<ul style="list-style-type: none"> • Read Heath & Heath, 2008, How to make your presentation stick. • Yes, your slides need help, so take a gander: <ul style="list-style-type: none"> ○ Garr Reynolds ○ TED advice ○ Inspiration 	<ul style="list-style-type: none"> • Learning Journal I
3/12	Spring Break			
Week 8 3/19	Negotiation and Persuasion I (personal salary)	<ul style="list-style-type: none"> • Airport package exercise • Salary negotiation exercise • Peer approval of topic • Networking 	<ul style="list-style-type: none"> • Read Shell, 2006, <i>Bargaining for Advantage</i>: chapters 3, 4, 7-10. 	

Session	Topic	In-Class Activities	Items to Do/Read PRIOR to Class <i>(see tables above for full citations)</i>	Due in Class
Week 9 3/26	Group “How-To” Presentations			<ul style="list-style-type: none"> Handout
Week 10 4/2	Negotiation and Persuasion II (Unit Budgets)	<ul style="list-style-type: none"> Mock negotiations Networking 		
Week 11 4/9	Budgets	<ul style="list-style-type: none"> Budget examples Tight budgets Networking 	<ul style="list-style-type: none"> Read the Historical Society of Pennsylvania case. If you are bothered that the case ends without telling you how the situation was resolved, search online; the answer is there. 	<ul style="list-style-type: none"> Negotiation Plan Case Answers II
Week 12 4/16	Managing Projects	<ul style="list-style-type: none"> Building Gantt charts Creating CPM diagrams Networking 	<ul style="list-style-type: none"> Download free software called Gantt Project and bring your laptop to class (or make sure a friend will) 	<ul style="list-style-type: none"> Learning Journal II
Week 13 4/23	Individual Negotiation Presentations			
Week 14 4/30	Voices of Experience: Advice for the Future Manager	<ul style="list-style-type: none"> Surveys Expert panel: Guests who manage in cultural institutions and industry Networking 	<ul style="list-style-type: none"> Read real-life diary selections from “A Day in the Life of a Manager” (on Canvas) 	

ASSIGNMENTS

NOTE: All written assignments are due in class at the absolute beginning of class, printed in hard copy, preferably double-sided, stapled, with word count indicated, and NO COVER PAGE. Provide at least 1" margins, at least 11-point font, and at least 1.15-line spacing. Emailed copies in lieu of hard copies will incur a penalty except in cases of illness. Late work, by contrast, can and must be submitted by email.

Business Cards

By the second week of class, you must have 24 business cards created of the standard size and on card stock or heavier paper. You can create your cards using a Word template (Google how to do it) or pay for a service to make them for you (be careful to have them done on time). Keep them simple. At a minimum, your card must state your full name and professional interest (e.g., UX, archives, data analysis). If you are willing to share your contact info with your classmates, you might also include your email address, cell phone number, social media accounts, and the like. At the end of many class sessions, you will join groups based on my instructions to introduce yourself (swap cards), learn about others, and share your thoughts on what you learned in class that day. Thus, you need to bring your cards to class each day. You must show me your cards for P/F credit on their due date; failure to bring them on subsequent days could risk an F. Put them in your bag and keep them there.

Case Answers I (for Margaret Jefferson case)

Answer the following questions (list the question, then your answer). Your total word count, including the questions, should be on the order of 750-1000 words. To earn a P on this P/F assignment, show comprehension of and employ details of the case, and demonstrate an ability to see the issue from various people's perspectives (e.g., Jefferson, Hart, other employees)

1. How do you imagine Jefferson feels emotionally (not what she thinks) as she contemplates the decision to end Hart's employment with the company? How do you expect her emotions might affect her judgment in this case?
2. What is your impression of Jefferson's basic hiring procedure? Any suggestions for improvement, bearing in mind her resource constraints?
3. If Jefferson decides to fire Hart, what effect do you think that decision would likely have on the organization, both positively and negatively, in terms of others' emotions as well as the organization's activities?
4. Sometimes people react to their own firing with relief. Do you think Hart might react that way? Why or why not? How might Jefferson prepare to handle Hart if, instead of relief, he shows anger?

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. Please follow these instructions for the following steps only: identifying respondents, requesting stories, writing your own stories, and analyzing stories. **For your completed assignment, you should follow my instructions, not theirs.** Read that sentence again: **For your completed assignment, you should follow my instructions, not theirs.**

My instructions: Your document to me should have five sections, each titled as indicated here.

- The first section, “Soliciting Responses,” should tell me how many people you solicited stories from and how many responded (give me a total, don’t make me count). Tell me their relationship to you or how you know them. Feel free to build a table or chart, provided you label it and introduce it in your text.
- The next section, “Finding Themes,” should briefly describe how you went about doing your analysis. Specifically, how did you progress from a collection of stories to a set of clear themes about your strengths? Do not include long tables of data, but feel free to include a photo or snapshot of a diagram or other visual aid you may have created; make sure to label the graphic and introduce it in the text (don’t just plop it in).
- The third section, “Themes” should describe each theme you found and provide at least two examples from your stories to support or exemplify it. You should discuss, even if briefly, how your stories differed from your respondents in this section.
- In the fourth section, “My Reflected Best Self,” write a short essay (a paragraph or two) like the one the Michigan researchers describe. **The first sentence should begin, “I am at my best when...”** The short essay should reflect your themes and should not include new strengths that did not arise from what you have previously written. In other words, I should see in this essay words or phrases that you used to name or describe your themes. Think of it as the narrative that builds from the thematic analysis.
- The fifth and final section, “Plan of Action,” should describe not just how you intend to apply your strengths in the future, but how you intend to (a) find situations that best suit them and (b) work to build them. Be specific and concrete in what you will do going forward now that you have a clear idea what your strengths are.

Notice that I am not asking you to do the enablers/blockers table because too many students translate blockers into weaknesses, which is not the point of the exercise. Thus, skip them entirely, and avoid the word “weakness” or any mention of negative, rather than positive, attributes.

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 limited evidence (short quotes, not all your data) for them from your stories? Did you reflect on how you interpreted these responses and how they matched up, or did not, to your own sense of self (without being negative)? Did you convert themes from your analysis into a concise, clear, and faithful self-portrait? Did you think deeply about a plan of action that extends past this semester and that includes how you intend to develop, not just apply, your strengths? Did you maintain a positive outlook and avoid casting negative aspersions about yourself? Did you come out of this exercise with a clear sense of your unique strengths, of what you bring to the table? Your total assignment should be at least 1000 words; include word count.

Learning Journals I and II

A learning journal is a journal that you keep (digitally or in a physical notebook, but in either case you will turn in a physical copy) in which you record what insights you have gained through experiences in this course. Each week, you must, at a minimum, write answers to the following prompts. After doing so, you may add other thoughts you wish to record about what you have learned.

Do not use the journal for taking class notes; its intent is for recording personal reflection, not universal knowledge. Your journal should be distinct from anyone else’s, reflecting your personal examination of and reflection on the material and what you now understand better about yourself and your interactions with others.

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. I will grade your journal based on depth of your reflection, appropriate length, and extent to which you addressed the prompts. But please understand that you should feel free to write more than just a response to the prompt. I want to see your full engagement with people and materials and activities in this course.

Wk Prompt

- 1 How am I feeling about the material and assignments in this course? What skills am I most eager to gain, and which activities have me a little worried?
- 2 What did I learn about my personality? What do I now realize about how personalities have shaped my past work, school, or personal experiences? What do I want to be on the look-out for in the group project in this class?
- 3 Am I good communicator? What did today teach me that I want to work on to improve?
- 4 Do I think I could fire someone? What kinds of people do I think I would want to hire if they had the requisite domain skills and knowledge?
- 5 How did things go in our group today? Any red flags? What normally happens to me in groups and how might I prevent (if bad) or promote (if good) it from happening this time?
- 6 How did conflict make me feel today? If I reflect on past conflict, what do I realize now about myself, how I typically behave, and what I might do differently?
- 7 How am I feeling about our group so far and our prep for this talk?
- 8 How am I feeling about the idea of negotiating? What worries or excites me?
- 9 How do I feel about our talk in retrospect, especially as compared to the others?
- 10 What do I think about trying to quantify what I value? Is that what implicitly we do anyway? What fears or excitement do I have about doing this negotiation?
- 11 If budgets are equal parts numbers and persuasion, how am I feeling about my ability to craft one that will get approved in a future or current job?

Group “How-To” Project Plan, Presentation, and Handout

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 People with More Experience or Tenure than You
- Run Meetings
- Handle Harassment Claims
- Maintain an Inclusive Work Climate
- Manage Your Time
- Improve Your Team’s Emotional IQ
- Select and Manage Teleworkers
- Manage a Geographically Distributed Team
- Write a Grant Proposal
- Run a Fundraising Campaign
- Manage Your Career
- Solicit Work through RFPs
- Run an Off-Site Retreat
- Address a Low-Performing Employee

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 (look for theory) and practitioner (look for best practices) material you can find, (3) evaluate (prune) the material to determine what you want to cover, with an eye towards good practice grounded in solid theory or ample empirical scientific study (4) develop a verbal presentation (5) *practice your presentation as a group*, (6) deliver your presentation to the class, (7) create a handout that summarizes your major points and provides resources for others to use to learn more. 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 Composition. List all members.

Leader and Other Roles. Most groups for class projects 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, emotional monitor, proofreader, 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 postpone decisions, others want a clearly determined path 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 related to respecting each other's emotions, time, ideas, effort, constraints, and strengths, among other items. At a minimum, I want you to develop **four** 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?
3. The third norm is for how and when you will *signal progress and complete work*. Some of you will be anxious to see concrete signs of work along the way; others may like to think for a longer period and crank more at the end. You need to figure out how and when to provide signs to each other of work completed and how to voice concerns about work not yet done or work not done as expected. Agree on "check-in" mechanisms along the timeline that work for everyone, allaying the anxieties of your more anxious members without creating an undue sense of urgency to your more laid-back members.
4. The fourth norm concerns how you will *raise issues about the quality, quantity, or timeliness of each other's work* in terms of what you expect or need individually and as a group. Should you talk one on one with the person first or raise the issue in a group meeting? Do you want to ask a third person to act as a monitor to make sure the conversation stays focused on the work and not on personal attributions?

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 good idea right now of who is going to do what. Ask about strengths. Make sure you distribute work fairly. If you personally have control issues or strict quality standards, talk about your possible reluctance to delegate work to others and what actions might build trust among your team members.

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 handout? When do you need to meet as a group? Lay all these details out and include a graphic timeline to show major deadlines. DO NOT wait until the night before the handout is due to send all your materials to the poor soul that you have deemed “integrator.” EVERY year I read in the learning journals about teams that do just this thing. Don’t be that team.

You will turn in a hard copy of this project plan at the end of class for P/F credit. DO NOT make me wait for you to print it out and DO NOT expect to simply email it to me. Infractions will incur penalties. Best solution: write one for me, type one for you.

Group Presentation. Your group will give a 12-minute “how-to” presentation to the class.

Purpose. 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 has given you the go-ahead to begin training all the managers and supervisors. A 3-minute question-and-answer period that you will moderate will follow your 12-minute presentation, for a total of 15 minutes in front of the class.

Media and Form. You may use whatever presentation technologies you wish other than Prezi, 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. Feel free to lighten the tension by using humor in your talk, but do treat this as a professional presentation.

Presenting. 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. You want to convey information in a clear, coherent, and hopefully engaging manner. Review the tips from our class discussion.

Grading. I will evaluate your presentation based on how well your team presented this material and helped the class (i.e., 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, but your classmates will provide feedback that should be useful to you.

Handout. You must create a single, double-sided handout. Your goal is to facilitate retention and later reference, not to cram in additional, uncovered material. In the past, students drop the ball on this handout and circulate sparse handouts with unfamiliar tips and few resources. Please do not repeat their error. I will grade the handout based on the appropriateness of the quantity and quality of material that it includes. Although I appreciate good design, I will not weigh it in my assessment because I have not taught it in this class. Good grammar and clear logic always help.

Case Answers II (for the historical society case)

Answer the following questions (list the question, then your answer). Your total word count, including the questions, should be on the order of 750-1000 words. To receive a P on this P/F assignment, show comprehension of and employment of the details of the case, and demonstrate the ability to see the issue from various people's perspectives (e.g., Stitt, board members).

1. What is the dilemma at the Historical Society of Pennsylvania?
2. In what ways was Stitt an outsider?
3. What did Stitt do to date, and what is your opinion of her actions?
4. Is there anything that Stitt might have done differently (e.g., what might you have done)?
5. If you were a board member, what option would you favor?

Negotiation Plan and Presentation

Working alone, you must enter into a negotiation with someone to persuade that person to do something you think is impossible to convince them 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 or your phone company because these two choices are perennial favorites, 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 or phone company as a trial run to prepare you for your assignment. In the past, students have negotiated cable and phone 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 (see bold font for the exact headings I desire), (a) your **negotiating partner**, or the person with whom you will negotiate (by role or position, not name), (b) your **negotiation object**, or for what you will negotiate, (c) the **preparation** you have done in advance of this negotiation, (d) the additional **information gathering** you intend to do when you first engage with your partner, (e) your **bargaining** intentions, including (1) your plan for how (if) to open, (2) the strategies or principles you intend to employ when bargaining (e.g., reciprocity, liking, scarcity), and (3) how you will counter expected responses, (f) your plans for **closure**, and (g) your **BATNA**. 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 (what will I do if my partner seems angry? what will I do if I get scared or angry?). 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 4-minute talk (class size permitting) 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, 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. Watch your time—students get carried away in these stories, and we must cut you off if you do.

RESOURCES FOR GOING FORWARD AS A BUDDING MANAGER

Except for the Schneider and Smith text, these books are practical guides, not academic texts. I steer clear of books on leadership, which lean heavily towards hype and anecdote, and focus on books that relay practical and relevant skills for early and mid-career managers.

1. Babcock, Linda, and Sara Laschever. *Women don't ask: Negotiation and the gender divide*. Princeton University Press, 2009.
2. Belker, Loren B., Jim McCormick, and Gary S. Topchik. *The first-time manager*. AMACOM Div American Mgmt Assn, 2012.
3. Booth, David, Deborah Shames, and Peter Desberg. *Own the room: Business presentations that persuade, engage, and get results*. McGraw Hill Professional, 2009.
4. Buckingham, Marcus, and Curt Coffman. *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster, 1999.
5. Falcone, Paul. *101 tough conversations to have with employees*. New York: AMACOM (2009).
6. Goldsmith, Marshall. *What got you here won't get you there: How successful people become even more successful*. Profile books, 2010.
7. Koegel, Timothy J. *The exceptional presenter: A proven formula to open up! And own the room*. Greenleaf Book Group Press, 2007.
8. Lencioni, Patrick. *Overcoming the five dysfunctions of a team*. John Wiley & Sons, 2006.
9. Patterson, Kerry. *Crucial conversations: Tools for talking when stakes are high*. Tata McGraw-Hill Education, 2002.
10. Runde, Craig E., and Tim A. Flanagan. *Developing Your Conflict Competence: A Hands-on Guide for Leaders, Managers, Facilitators, and Teams*. Vol. 152. John Wiley & Sons, 2010.
11. Schneider, Benjamin, and D. Brent Smith, eds. *Personality and organizations*. Psychology Press, 2004.
12. Schwarz, Roger M. *Smart leaders, smarter teams: How you and your team get unstuck to get results*. John Wiley & Sons, 2013.
13. Verzuh, Eric. *The fast forward MBA in project management*. John Wiley & Sons, 2015.
14. Watkins, Michael. *The first 90 days: Critical success strategies for new leaders at all levels*. Harvard Business Press, 2003.
15. Weissman, Jerry. *Presenting to win: the art of telling your story*. FT Press, 2008.
16. Yate, Martin. 2006. *Hiring the best: A manager's guide to effective interviewing and recruiting*, 5th Edition. Avons Media.

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

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

Content, Organization, and Goal Achievement

- Was the content appropriate and sufficient for a management presentation?
- Did your 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?

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 _____