

RUTGERSRutgers Business School
Newark and New Brunswick**302: Management Skills - 13**

Spring 2025

Class Location: BRR Room 1144

Class Meeting Times: Thu, 3:50 – 6:50 PM

Dr. Junchao (Jason) Li

Office: RBS Room 2143

Email Address: jli@business.rutgers.eduOffice Hours: Tue 2:30 – 3:30 pm
or by appointment

Experiential Learning: This course integrates experiential learning to connect academic concepts with real-world business applications. Learning methods deployed in this course include case-based analysis and project-based work. These approaches enable students to apply theories to realistic scenarios, develop practical skills, and address complex business challenges.

COURSE DESCRIPTION

Welcome to Management Skills! This course focuses on specific concepts and critical skills that individuals need to know and have in order to work more effectively with others in organizations, work well in teams, and lead teams and organizations successfully.

This course will explore traditional and contemporary challenges, practices, and/or events faced by individuals, teams, and leaders in today's organizations through in-class discussion of fundamental concepts and theories of organizational behavior and related disciplines, analysis and application of concepts and theories to real business issues, and participation in skill-building activities designed to enhance individual proficiencies in these areas.

Skill-building is a focal objective of this course and therefore, serves as one of its foundational cornerstones. The course is organized so that you will have ample opportunity to learn and practice those skills that are deemed by scholars, business leaders, recruiters, and human resource professionals to be critical for success in today's workplace. All readings, assignments, exercises, and activities have been carefully selected and designed for this purpose and all sections of the course cover the same basic materials.

This course is designed to complement Management 301 (Introduction to Management). Management is about getting the "right work" "done well." In today's world, organizations are continuously challenged to innovate and create competitive advantages in the global marketplace. To do so, employees must utilize an array of leadership skills to work effectively with others and to take initiative and deal with problems and opportunities that arise, often unexpectedly. Moreover, leaders must implement processes and practices to develop and deliver competitive advantage and superior performance. In Management 302, we will focus on getting the right work *done well* by exploring essential personal and interpersonal skills that include: self-awareness, appreciation and mobilization of others, problem-solving, and reaching agreement. In Management 301, students will explore the *right work* to be done, with a focus on: strategic management, managing organizational design, and the creation of a positive and

productive work environment. *Management 302 can be taken either prior or subsequent to Management 301.*

Course Delivery Mode: In-person

Learning Management System: Canvas

Hardware and Software Requirements – The following hardware/software specifications are the minimum required for this course:

- I5 Processor
- Windows 10 Professional
- 8gb of RAM
- 256gb hard drive
- 720p webcam
- Internal mic
- Proctoring Software (e.g., Proctortrack)

You should be able to download most needed software from RU software portal:

<https://it.rutgers.edu/software-portal/>

Also, the Entire MS Office Suite is available for free to all RBS students. To obtain this software, please use the following link: <https://software.rutgers.edu/product/3441>

Online Proctoring tools for assessments:

Click on the link below to access instructions regarding Respondus Lockdown Browser and Monitor:

<https://canvas.rutgers.edu/documentation/external-apps/rldb-monitor-students/>

For those students in need of financial assistance, please reach out to RU NB Dean of Students or RU-N CARE Team for help with getting needed hardware.

- RBS New Brunswick Students in need of financial assistance can send an email to:

deanofstudents@echo.rutgers.edu

- RBS Newark Students in need of financial assistance may submit their request via a form: <https://myrun.newark.rutgers.edu/care-team>

If you have any technology issues, please reach out to the OTIS help desk which has coverage scheduled from 8am-8pm Monday-Friday: helpdesk@business.rutgers.edu.

For more information on remote learning, please review the following website:

<https://myrbs.business.rutgers.edu/students/learning-remotely>

Masks Mandate and COVID Protocols:

Face coverings: Face coverings are **optional** in all indoor teaching spaces, libraries, and clinical settings.

Vaccines and boosters: All students and employees are required to be fully [vaccinated](#), obtain a booster when eligible, and upload records to the university vaccine portal.

Feedback and response expectations:

- Email Response Times: I will do my best to return your emails in 24 hours. Please remind me if you do not hear back from me within 24 hours.
- Graded Materials Return Times: I will strive to grade your assignments exams within one week after deadline of submission.

COURSE MATERIALS

Course Packet (CP) – We will be using a customized course packet that consists of a set of readings designed specifically for this course. The course packet can be purchased as a hardcopy or can be rented. Both are available for purchase from University Publishing (www.upublishing.com). The paperback costs \$138.95 and is available for purchase from University Publishing via the following link: <https://www.upublishing.com/management-skills-paperback-4th-edition.html> The e-rental costs \$119.95 and can be purchased from University Publishing via the following link: <https://www.upublishing.com/rental-management-skills-electronic-4th-edition.html>

For questions regarding the purchasing of the course packet or course exercises, please contact University Publishing directly at info@upublishing.com or at (732)-220-1211.

1) **Assessments** – You will be required to complete several free on-line assessments during the semester. You will receive an invitation link from the ITP metrics system. You will need to use that link to create an account on the ITP Metrics website (www.itpmetrics.com) for many of the assessments. Instructions for creating an ITP Metrics account has been posted to Canvas. Additionally, you are also required to complete an Emotional Intelligence and Personality Assessment.

The *Emotional Intelligence* assessment must be completed before Week 3 class.

The link to access and complete this assessment is:

<http://globalleadershipfoundation.com/geit/eitest.html>

The ITP Metrics *Personality* assessment must be completed before Week 3 lecture.

The link to access and complete this assessment is: www.itpmetrics.com

A second personality assessment must also be completed before Week 3 lecture.

The link to access and complete this assessment is: <https://www.16personalities.com/>

The ITP Metrics *Team Health* assessment must be completed twice, in class during week 8 and before week 14.

The link to access and complete this assessment is: www.itpmetrics.com

The ITP Metrics *Peer Feedback* assessment must be completed twice, in class during week 8 and before week 14. The link to access and complete this assessment is:

www.itpmetrics.com

The ITP *Conflict Management Style* assessment must be completed before Week 12 lecture. The electronic link to access and complete this assessment is: www.itpmetrics.com

- 2) **Additional Readings and Assignments** - To be handed out in class or posted on Canvas.
- 3) **Canvas** -

Canvas is the primary course management tool for this course. Therefore, please make sure that you have proper access to Canvas. Canvas will contain course announcements, documents, assignments, readings that are not included in the course packet, and other important information. In addition, you will be required to submit individual assignments and team deliverables through Canvas. Finally, I will be using Canvas as one avenue of communication with the class; therefore, it is important that the e-mail address you are using for Canvas is correct and is one that you check frequently.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following areas, consistent with the learning objectives for Undergraduate Programs in Rutgers Business School:

1. Knowledge. Students will obtain an understanding of management concepts and critical skills that individuals need to know and utilize effectively in order to work well with others in organizations.

Students who complete this course successfully will demonstrate the following:

- a) Understanding of the essential personal and interpersonal skills of successful managers.
- b) Understanding of how to work more effectively with others and as part of a team.
- c) Understanding of the key roles of team members, factors that contribute to team effectiveness, and group dynamics and decision making.
- d) Awareness and appreciation of one's own interpersonal traits and skills, in order to apply them to be effective team members and leaders.

2. Ethical Judgement. Students will use reasoned and ethical judgment when analyzing problems and making decisions.

Students who complete this course successfully will demonstrate the following:

- a) Awareness of one's values and under which situations one's values may be challenged

b) Articulating and communicating one's values to effectively promote fairness and justice in organizations

3. Global Perspective. Students will have the breadth of perspective necessary to succeed in a global and diverse business environment.

Students who complete this course successfully will demonstrate the following:

- a) Understanding of the impact of diversity in personality traits when working with others in organizations
- b) Understanding of the impact of demographic diversity when working with others in organizations
- c) Understanding of the impact of cultural diversity when working with others in organizations

4. Effective communication. Students will be effective communicators.

Students who complete this course will demonstrate the following:

- a) Ability to construct clear, concise, and convincing written business communication.
- b) Ability to construct and deliver clear, concise, and convincing oral communication.
- c) Ability to leverage skills practices in this course to facilitate academic performance in other courses, to enhance future work performance, and to achieve professional and personal success.

Students develop these skills and knowledge through the following course activities and assignments:

1. In-Class Presentation and Skill-Building Activities. Each class is comprised of both formal lecture and in-class activities. Classes are interactive in nature, requiring attention and participation by the students, as facilitated by the instructor. Instructors use PowerPoint presentations of the course material to transfer the conceptual knowledge to the students, and then students engage in interactive skill-building cases, role-plays, and other individual and team exercises to help ensure thorough comprehension of the material and acquisition of skills.

2. Reading and Individual Assignments. Reading and individual assignments are required in order to reinforce concepts and skills presented in the course. Readings complement the course lectures and cover individual, interpersonal, and team concepts. Individual assignments allow students to reflect on their personal values, their effectiveness as a team leader, and the effectiveness of their team's performance.

3. Group Project Assignments / Group Presentation. Students are assigned to a group of approximately 5 students for a team project that spans the duration of the course. Groups work together as a team in evaluating issues and recommending solutions for an outside organization, applying the concepts learned in the course. The culmination of the project is a final report and presentation in class, where each member of the team is required to present the key elements of the project. Throughout the semester, each team member evaluates and provides feedback on the team's effectiveness, focusing on areas of effectiveness and areas for improvement.

4. **Assessments:** Students will take multiple assessments/inventories focusing on Emotional Intelligence, Personality, Conflict Management, Team Health, and Peer Feedback. Students will receive individualized results and feedback for each assessment.
5. **Tests.** The course includes two tests to formally assess students' knowledge and comprehension.

PREREQUISITES

There are no prerequisites for this course.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, "I pledge, on my honor, that I have neither received nor given any unauthorized assistance on this examination/assignment."

I will screen all written assignments through SafeAssign or Turnitin, plagiarism detection services that compare the work against a large database of past work. All acts of plagiarism will be reported. Plagiarism is defined as copying someone else's ideas, words, or writing (such as phrasing and sentence structure), including use of an artificial intelligence (AI) program. **Use of AI such as ChatGPT or GenAI is not permitted in any stages of the writing process on any assignment.** Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

PARTICIPATION, ATTENDANCE, PREPARATION, AND PROFESSIONALISM POLICY

Equally important is your own involvement and participation in the course. Individual and team learning in this course hinge on the quality of the interactive discussions that occur amongst yourselves and between you and me during class time. **It is expected that you will spend 5-6 hours per week outside of class completing homework, projects, and studying.**

Class participation, attendance, preparation and professionalism will count heavily (20%) in the determination of your final course grade. Attending class is considered a minimum requirement and does not guarantee your receiving all possible points in this category. Attending class is not equivalent to participating in class. During our weekly sessions, it is

expected that you will be a thoughtful, consistent, and active contributor in ways that reflect your knowledge of course concepts, assigned readings and cases, and that demonstrate your engagement in, and ability to add value to, our class activities and discussions. This grade includes 6 case studies (see Class Participation and Preparation section below).

Expect me to attend all class sessions. I expect the same from you. However, if you have been told to quarantine, or are experiencing symptoms of any transmittable disease, please remain at home and not attend in-person class meetings.

If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send an email with full details and supporting documentation (access the [Religious Holiday Policy here](#)) within three days of your first absence.

Expect me to start each class session on time. I expect the same of you. If I am late, I will do my best to communicate when I expect to arrive. You should remain in the classroom until I arrive. If you are late to class within 30 minutes without early notice and being excused, it will count as half an absence. If you are late to class more than 30 minutes without early notice and being excused, it will count as an absence.

Expect me to remain for the entirety of each class session. I expect the same of you. If you leave early without being excused, it will count as an absence.

Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. The minimum expectation is that for each 3-hour class session, you have prepared by studying for at least twice as many hours.

Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.

CLASS CONDUCT

Rutgers Business School is recognized for its excellence in education. Maintaining this excellence requires a culture in which individuals conduct themselves in a professional manner. We know from personal experience, anecdotal evidence, and research that classroom learning, interpersonal relationships, community, and career advancement all depend on, and thrive in, an environment characterized by mutual respect, a willingness to listen, tolerance of opposing points of view, accountability and responsibility, and supportiveness and goodwill. In addition, professional conduct also includes being punctual to class and to meetings with your classmates, being present (i.e., engaged and focused) during class, communicating in a timely manner, and interacting positively with the professor and one's peers. Importantly, these

behaviors also reflect critical skills and competencies individuals need to know and have to work more effectively with others in organizations and are therefore, directly relevant to the material you will be expected to learn, apply, practice, and demonstrate in this course.

TEACHING PHILOSOPHY:

Individuals learn through a variety of means and mediums. Therefore, we will explore course topics and foster skill-building through a variety of teaching methods, including: lectures, case analyses, group work, video analyses, simulation, role plays, and other experiential exercises. In so doing, we fully expect that learning will occur at both the individual and group levels of analysis.

GRADING POLICY

Your course grade will be comprised of five (5) elements, each of which is described in greater detail below:

1. Midterm (Week 7, in class): 25%
2. Class Participation, Attendance, Preparation, and Professionalism: 15%
3. Individual Reflection Assignment: 5%
4. Team Project: 30%
5. Final Exam (Insert Date): 25%

Grading Scale

A	91.00 - 100
B+	86.50 - 90.99
B	80.00 - 86.49
C+	75.50 – 79.99
C	70.00 – 75.49
D	65.00 – 69.99
F	Below 65

Your final grade is not subject to negotiation. Grades will not be rounded up. If you feel I have made an error, submit your written argument to me within one week of receiving your final

grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.

EXAM DATES AND POLICIES

There are 2 exams in this course:

Midterm Exam (Week 7 in class, Closed-book-closed-note, multiple choice questions): You will be responsible for all assigned readings (whether covered in class or not) and all material covered in class, including cases, readings, assignments, activities, and exercises. **The midterm is worth 25% of your final course grade.**

Final Exam (Final exam period, Closed-book-closed-note, multiple choice questions): The final exam will be **non-cumulative**. It will focus primarily on all assigned readings (whether covered in class or not) and all material covered in class following the Midterm. **The final is worth 25% of your final course grade.**

No make-up examinations will be given for missed examinations. Failure to show up for an examination will result in a “0” and will be factored into the final course grade as calculated above. Extenuating circumstances (which are very few) must fall under the definition of an “acceptable and authenticated absence,” as described in Section 60.14f of the University Regulations manual.

If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.

Class Attendance, Participation, Preparation, and Professionalism

Class attendance, participation, preparation and professionalism is worth 15% towards the determination of your final course grade. It consists of the following components:

- 1. Attendance (4%).** You are to attend every class. Attendance will be monitored from weeks 3 to 14 due to the add/drop period. You will have one unexcused absence without affecting your attendance score. After that, each unexcused absence will result in a one point off your 4-points attendance grade. If you are more than 5 minutes late or leave more than 10 minutes before the end of session without being excused by me, you will be counted as half an absence. If you are more than 30 minutes late, you are considered absent.
- 2. Participation and Professionalism (4%):** This part reflects how much you contribute to class discussion by participating in class activities, sharing your thoughts related to the discussed

topic in class and advancing class discussion. At the end of the semester, the instructor will rate your participation from 0-4:

- a. 3.5-4: actively participate in class activities, answer questions and share thoughts **a couple of times in almost every** class session throughout the semester.
- b. 2.5-3: actively participate in class activities, answer questions and share thoughts **a couple of times in about half of** all class sessions throughout the semester,
- c. 1.5-2: participate in class activities, answer questions and share thoughts occasionally throughout the semester.
- d. 1: participate in class activities, but never speak or share thoughts in class.
- e. 0: don't participate in class activities and never speak or share thoughts in class.

You are expected to conduct yourself in a professional and ethical manner. Professionalism will be judged based on your communication, actions and behaviors throughout the semester. This means:

- Treating all classmates and the course instructor with respect
- Joining on time and avoiding early departures for class and team meetings
- Being responsible and accountable for one's behaviors and actions both in the classroom and as a team member
- Doing your share fair of the team project
- Acting ethically with high integrity
- Being honest and trustworthy
- Not being on social media during class time

Note: Instructor reserves the right to lower your Class Attendance, Participation and Professionalism component of your grade at his discretion given the violation of the above expectation of professionalism.

3. Demonstration of your knowledge of course content (5%). You are to demonstrate a strong understanding of the literature and add value to class activities and discussions. To help you prepare for each class, weekly "Reading Preparation Questions" are posted on Canvas, under *Course Documents*. This grade includes answering the preparation questions for the six case studies. You are required to upload a copy of your responses to the questions below prior to the beginning of class. Each set of preparation questions is worth 1 point. Late submissions of preparation questions will not be accepted. Additionally, you are strongly discouraged from using external sources to answer case questions. However, if you do use any sources, they must be properly cited. Otherwise, your responses will be considered plagiarized. All acts of plagiarism and clear use of AI to generate answers will be reported.

Below is a list of the cases and corresponding case study questions. Your responses should be limited to single-space, one page.

- a. **(Week 2) Case #1: *Harry and the Learning Team*:** Analyze the team dynamics in "Harry and the Learning Team." Identify and describe at least three key factors that are affecting the team's performance. How do these factors interact to influence the overall effectiveness of the team? Provide examples from the case to support your analysis.
- b. **(Week 3) Case #2: *Bob's Meltdown*:** Who do you think is most responsible for this

situation and why? How would you rate Bob's emotional intelligence in handling this situation? How could better emotional intelligence have changed the outcome of this scenario?

c. **(Week 6) Case #3: *A Zero Wage Increase Again?***: If you were in Mark's position, would you give everyone a raise, no one a raise, or only some employees a raise? Explain the rationale behind your decision. How does the lack of wage increases affect employee motivation and retention? What alternative strategies could management implement to maintain morale and retain talent in the absence of wage increases?

d. **(Week 10) Case #4: *Best of Intentions***: If you were Cynthia, would you offer the job to Steve and if you were Steve, would you accept the job if it was offered? Why or why not? What cognitive biases may have influenced Peter and Cynthia's decisions. How could these biases have been mitigated?

e. **(Week 12) Case #5: *Karen Leary***: What are the sources of conflict between Karen Leary and Ted Chung. What conflict resolution strategies could Karen employ to address these issues effectively and foster a more collaborative work environment?

4. Completion of multiple on-line assessments (2%). You are to complete an Emotional Intelligence Assessment (Week 3), two Personality Assessment (Week 3), and Conflict Management Style (Week 12). See links on pages 3-4 to access these assessments. Each assessment is worth 0.5 point.

Individual Reflection Assignment (5%). Due **Week 6**. Reflecting on the individual differences in the first half of the semester (such as personalities, cultural beliefs, and values), complete the individual reflection assignment, which is a 3-4 page, double-spaced paper. The paper should identify three to four individual characteristics that are most salient about yourself (Part 1). Then, describe how these characteristics will influence (a) your behaviors when working with others (Part 2), (b) your leadership style/approach (Part 3), and (c) how would you address potential conflict when working with others who are very different from you in these characteristics (Part 4).

Specific instructions and submission requirements are posted on Canvas.

NOTE: For this and all written assignments, you can use Grammarly, a platform that checks for hundreds of grammar issues in documents and emails. RBS students can run their papers through the online Grammarly premium editor and address any issues. You will need your netID login to access the system. Go to <https://grammarly.com> and select "Log in" in the upper right-hand corner of the website. On the next screen, you will log in with your _netid@rutgers.edu as the email address to initiate the familiar SSO login process. Download Grammarly for your various devices, web browsers, and mobile devices. The platform is user-friendly. However, numerous videos are also available on the YouTube Grammarly channel. If you have any issues signing up, you can contact support@grammarly.com. Registration information for Grammarly can be found on the Course Documents section on Canvas.

Also, the Academic Integrity Statement must be included on all assignments.

Team Project (30%):

This project is designed to promote your analytic and critical thinking skills; to encourage application of our course concepts to real-world organizations; and to develop your interpersonal abilities to work in a team. To accomplish the deliverables comprising this project, you will be randomly assigned to work in a project team of 4-5 students.

Detailed instructions for the team project, including a description of all deliverables and their respective due dates are included as an attachment to this syllabus (see “Team Project Instructions”). **The Team Project is worth 30% of your final course grade.**

Note: Instructor reserves the rights to lower individual student’s team project score should they fail to contribute significantly to the team project as determined by the course instructor (with consideration of input provided by team members), to the extent of certain team member receiving zero credit from the team project and failing the course.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination.

More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)

[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a **military veteran or are on active military duty**, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health services**, please use our readily available services. [Rutgers Counseling and Psychological Services – New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health services**, please use our readily available services. [Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal services**, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for support. [Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services. [Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

If you are an **international student**, please use our readily available services: <https://global.rutgers.edu/international-scholars-students/students>

Rutgers Business School Student Code of Professional Conduct

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors that are expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:

1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related

matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.

- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
- Sharing links to private online classes, attempting to join an online class that you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which are protected by U.S. statutes. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence both inside and outside the classroom.

Questions

Any question of interpretation or application of this policy should be referred to the RBS Director of Academic Integrity, Prof. Ted Szatrowski (szatrows@rci.rutgers.edu).

SPRING 2025 COURSE SCHEDULE

Week/Date	Topics/Skills	Required Readings	Assignments Due
<p>Week 1 Thu, Jan 23</p>	<p>Overview of Individual, Interpersonal/ Team & Leadership Skills</p>	<p>Article: Quest to Build a Better Boss (posted to Canvas)</p>	
<p>Week 2 Thu, Jan 30</p>	<p>Building and Managing Teams; Establishing Norms; Identifying Roles; Creating Organizational Structure</p>	<p>Chapter: Understanding Work Teams Case Study #1: Harry & Learning Team 28</p>	<ul style="list-style-type: none"> • Case Study 1 Answer
<p>Week 3 Thu, Feb 6</p>	<p>Increasing Emotional Intelligence (EQ): Self-Awareness and Self-Regulation; Understanding EQ in the context of Individual Differences, Personality</p>	<p>Article: What Makes a Leader Chapter: Personality Case Study #2: Bob’s Meltdown</p>	<ul style="list-style-type: none"> • Case Study 2 Answer • The ITP Metrics <i>Personality</i> assessment www.itpmetrics.com • The <i>Emotional Intelligence</i> assessment http://globalleadershipfoundation.com/geit/eit/est.html • A second personality assessment https://www.16personalities.com/
<p>Week 4 Thu, Feb 13</p>	<p>Individual, Group, and Cultural Diversity; the Business Case for Diversity</p>	<p>Chapter: Diversity and Inclusion at Work Article: The Diversity and Inclusion Revolution: Eight</p>	<ul style="list-style-type: none"> • Team Project (T1): Norms Contract

		Powerful Truths (NOTE: posted to Canvas)	
Week 5 Thu, Feb 20	Identifying and Acting Consistently with One’s Values	Chapter: Clarifying What’s Important to You Article: Ethical Breakdowns	
Week 6 Thu, Feb 27	Motivating Yourself and Others	Chapter: Motivation Concepts Case Study #3: A Zero Wage Increase Again?	<ul style="list-style-type: none"> • Case Study 3 Answer • Individual Reflection Assignment due
Week 7 Thu, Mar 6	MIDTERM EXAM		
Week 8 Thu, Mar 13	Team Mid-point Reflection	Team Project (T3) Deliverable: Prepare individual feedback, finish ITP team dynamic survey & midpoint analysis of team performance	<ul style="list-style-type: none"> • Team Project (T2) Deliverable: Company access, initial data collection, problem identification, and preliminary course concept
SPRING BREAK – NO CLASS MARCH 15-23			
Week 9 Thu, Mar 27	Practicing Interpersonal and Intragroup Influence Tactics; Managing Group Dynamics	Article: Harnessing the Science of Persuasion Chapter: Social Influence, Persuasion, and Group Decision-Making	

<p>Week 10 Thu, Apr 3</p>	<p>Practicing Individual Problem-Solving; Identifying potential obstacles; Practicing problem-solving under conditions of uncertainty</p>	<p>Chapter: Individual and Group Decision Making Case Study #4: Best of Intentions</p>	<ul style="list-style-type: none"> • Case Study 4 Answer
<p>Week 11 Thu, Apr 10</p>	<p>Practicing Group Problem-Solving through Collaborative Problem Identification; Idea Generation; and Decision-Making Techniques</p>	<p>Chapter: Problem-Solving Article: Decision-Making in Organizations Class Activity: Mount Everest</p>	
<p>Week 12 Thu, Apr 17</p>	<p>Managing Interpersonal & Intragroup Conflict; Differentiating Conflict Type; Managing Reactions</p>	<p>Article: Conflict: An Important Dimension... Case Study #5: Karen Leary</p>	<ul style="list-style-type: none"> • Case Study 5 Answer • *ITP Metrics Conflict Management Styles www.itpmetrics.com
<p>Week 13 Thu, Apr 24</p>	<p>Practicing and Preparing for Interpersonal Negotiations; Employing Distributive and Integrative Negotiation Tactics</p>	<p>Chapter: Negotiations Exercise: Movie Deal</p>	<ul style="list-style-type: none"> • Team Project (T4): Full Report: revised T2 PLUS Problem Analysis, Recommendations, & Bibliography
<p>Week 14 Thu, May 1</p>	<p>Course Review and Team Presentations</p>		<ul style="list-style-type: none"> • Team Project (T5): <i>Individual</i> (prior to class): Prepare feedback and complete ITP team health assessment survey <i>Team</i> (in class): Exchange feedback, and write up team analysis

			<ul style="list-style-type: none">• Team Project (T6): Team Presentation
Date TBD	FINAL EXAM		