PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

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TERRI EGAN, Ph.D.

BSM 468.42

ORGANIZATIONAL BEHAVIOR

Fall 2003

TUESDAY 6 PM–10 PM

ORANGE COUNTY CENTER

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SYLLABUS
COURSE DESCRIPTION

This course includes the study of personal, interpersonal, small group, and organizational behavior, with an emphasis on managing people. Topics include leadership, communication, ethics, group dynamics, decision-making, self-awareness, motivation, perception, influence, learning and the management of change and conflict. Class dynamics serve as significant examples for understanding organizational behavior.

A weekend, residential communication workshop assists students in obtaining a more accurate understanding of their patterns of communicating and relating to others.

COURSE OBJECTIVES

Move towards …

1. gaining insight into personal growth as a way to managerial effectiveness.
2. becoming aware of one's own dynamics and behavior and the impact of that behavior on others.
3. developing an understanding of small group and organizational behavior through theory and application.
4. learning to communicate in more effective ways.
5. enhancing ethical reasoning capability.
6. understanding the international influence on management action.
7. developing collaborative skills as they apply to your learning team, with the ability to transfer that knowledge to the organizational environment.
8. understanding the micro and macro environment in which an organization's culture develops and grows.
9. improving skills of goal setting and career development.
10. applying models and practicing skills for diagnosing various features of organizational settings.
TEXTS AND COURSE MATERIALS


Various readings posted on Graziadianet.

COURSE PHILOSOPHY

Together the students and instructor in this course will be creating a learning community. *All members of this community are responsible for ensuring that learning takes place.* Thus, class preparation and attendance is very important. Students are expected to come to class prepared to raise issues, make comments, describe applications of the learning in their work or daily life, ask questions, etc. The instructor is expected to come to class prepared to facilitate the learning that will take place by offering "mini" lectures, answering questions, assisting students with process issues, moderating case discussions, facilitating experiential exercises and providing timely feedback on student assignments.

This course requires a great deal of VERBAL participation by everyone. Although this may seem difficult at first, remember that one objective of this course is to increase your effectiveness in managing others. The ability to articulate your ideas and engage in productive dialogue with others is a critical part of being an effective manager. Therefore, verbal participation will be weighed heavily in the grading system.

You are expected to attend all sessions. Those missing a session will be asked to prepare a 5 page paper discussing the topic that was assigned on the date of the absence and how it relates to his or her work environment. This paper is due the class-session following the absence. Failure to hand in a paper results in a 20 percent reduction in your participation grade. If you miss more than two sessions you may be dropped from the class.

Measuring achievement

One of the key elements in a learning organization is a mechanism for delivering feedback about the systems performance. This course is designed to give you a large number of opportunities to "try out" what you learn in individual and group settings and receive feedback about your performance.

Evaluation criteria include:

1. The quality and quantity of your written and oral participation in class.

2. The level of INTEGRATION and ASSIMILATION of the material we are covering in your day-by-day practice. This will be evidenced by class participation, written assignments and oral presentations.

3. The manner and degree to which you make APPLICATION of the material we are covering in your daily practice. This will be evident in class and written materials.
4. Your demonstrated ability to understand the PROCESS level of human interaction in your written assignments and in your offering salient "process observations" on regular basis. (What are you learning about group dynamics, the management of team projects, learning teams, and the class dynamics?)

5. Growth in self-understanding as revealed in oral and written contributions.

6. The effectiveness of your contributions to team productivity.

**Evaluations will be made on the following assignments:**

- Individual assignments: *This is Me, Mission Statement and Self-Reflection Paper, Case of the Day, Team Process Paper*
- Team activities: *International Presentation, Learning Teams in Action Project*
- Class Participation: *Participation in weekly Application Exercise, Case of the Day*

Your final grade will be based on the following:

- 10% Quality and appropriateness of participation and leadership in the learning community.
- 10% Peer assessment as team member.
- 60% Quality and timeliness of individual papers
- 20% Quality of the learning team assignments

**Grading Scale**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Far exceeded the standard for all written work</td>
<td>94 and above</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>Exceeded the standard for all written work</td>
<td>87-89</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>Met the standard for all written work (including deadlines)</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>Did not meet the standard</td>
<td>66-69</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet the standard. Must retake the course</td>
<td>65 or below</td>
</tr>
</tbody>
</table>
Regarding Papers

Papers received after the beginning of class on the day that they are due will be considered late. The penalty for late papers is a 5% reduction in grade per day late. Please turn in two hard copies of each assignment or email one copy to terri.egan@pepperdine.edu. All hard-copy papers must be typed, double-spaced and stapled at the upper left-hand corner. Remember to back up your work so no tragedies occur!

If you would like an evaluation of your written work prior to turning it in for a grade please give me a copy of your paper a minimum of one week before the assignment is due. You may bring your draft to class or send it to me via e-mail.

Please remember that failing to provide citations for the words or thoughts of another is considered plagiarism. Citations must be provided for direct quotes as well as paraphrases.

The University honor code applies to all students. Ethical behavior is a significant part of the Pepperdine culture. GSBM students are expected to respect personal honor and the rights and property of others at all times. The University rules on conduct can be found on pages 207-208 in the GSBM Catalog. Additionally, there is assistance available for students with disabilities. You are encouraged to familiarize yourself with the University's Policies on Disabilities in the GSBM Catalog (page 31) or contact the University’s equal opportunity office, Dr. Calvin H. Bowers (310) 456-4208.

Individual Assignments

Case of the Day (40 minute presentation, 2pgs. – 10%)

Working with one other person from class (partners will be assigned the first week of class) create a case that either a) brings a work related issue or challenge that you are currently facing into the classroom for discussion, or b) introduces a relevant topic from the popular or business press (newspaper, magazine, journal) for classroom discussion. The format of this session is as follows:

- introduction/overview of the issue and discussion questions (15 minutes)
- facilitate class discussion (20 minutes)
- offer your perspectives which should include at least one concept from the current week’s course material with the appropriate reference. (5 minutes)

You and your partner will receive a grade based on the extent to which you cover the three points above, and the quality of your individually prepared written answers to your own discussion questions. Please turn in a brief summary of your issue and the answers to your discussion questions on the day you give your presentation.

This is Me Paper (max. 5 pgs.- 10%)

At this point in your life, re-entering a program of undergraduate study, it is difficult to conceive of a more meaningful activity than a self-study that addresses such questions as: Which people and events have shaped me? What motivations drive me? What are my core values? What do I love, hate, fear, avoid, desire? What is my self-concept or self-image? Where am I in my life right now, and how did I arrive here?
Analyze the key cultural influences that have shaped you (family, neighborhood, city, region, friends, mores, schools, customs, religion, business practices, national influences, codes of conduct, occupational norms, etc.) in contrast to those of other cultures and sub-cultures.

You will be explaining WHY you are like you are so seek to balance autobiographical description and analysis.

**Mission Statement and Self-Reflection Paper (max. 7 pgs. – 15%)**

After you read Covey's book, *The 7 Habits of Highly Effective People*, write a personal mission statement. Once you have completed your mission statement, reflect on your current set of skills and abilities and provide a written development plan to help you achieve your mission. This paper should include the following:

1. Your written mission statement.

2. An analysis of your individual strengths and weaknesses. Draw from material presented in class, self-reflection, feedback from team members and other colleagues to provide a comprehensive self-examination. Please include results from self-assessments such as the Big 5 and other appropriate instrumentation.

3. A plan to improve the areas of needed change. It is important to be specific, avoid change strategies such as, “I will overcome my tendency to not speak up in a group by being more assertive.” Even though the statement may be true, the real issue is the lack of assertiveness, therefore, the underlying, more in depth, response is one that describes specific plans to increase assertiveness.

**Individually Written Team Process Paper (max. 10 pgs. – 25%)**

Each individual will hand in one paper that focuses on the process of your Learning Team. (Note: This is not not a team written paper.) This paper focuses on the development of your team throughout the course of the trimester. You will describe your team, explain its development, and articulate the impact of the team experience on you as a person. As you look back over the trimester and explain how your team developed, it is likely that you will gain new insight about your team and teams in general. You are also likely to gain further insight into your own style and way of dealing with teams.

In these papers, your reaction log will be an important source of information. However, do NOT forget the theoretical/conceptual basis and referencing of these for your observations. Please organize this paper into five sections as they are outlined below. Give equal emphasis to each part of your paper.

1. What happened within your learning team? Describe your team's emergent system characteristics. You are expected to write about most of the following.
   
   A. Group goals and objectives.
   B. Cohesiveness
   C. Norms
   D. Communication patterns and characteristics (including how feelings were handled)
   E. Differentiation, including
      i. sub groupings
Describe the evolution of the above characteristics from the early life of the team through the middle and into the final phases of this group experience.

2. Why? Explain the emerged system described above. Using examples from your experience, show how and why these characteristics emerged and changed as they did in terms of the interaction of:

A. Background factors of the individuals
B. The required activities of structures of the course
C. Key events and/or other influences

3. What are the consequences for the team? Describe and explain the consequences of this emergent system for group productivity, satisfaction, and growth throughout the trimester.

4. What were the consequences for you? Describe and explain:

A. Your individual behavior as a member of the team in terms of your values, beliefs, goals and competencies.

B. The consequences for your learning and growth as a person and/or future manager or administrator. Spend some time with this part of the paper. What have you learned about yourself and others that you can put to work to meet your goals for your life and your work? What are you next steps in this kind of learning? (Be specific here. Relate what you write to your analysis of your behavior and experiences in the team.)

5. Individually rate each member of your team on a 1-10 scale (1=low and 10=high). How helpful was this person to the functioning, success and learning of the team? Briefly describe why you gave the rating that you did for each person.

Learning Team Activities

*International Presentation (60 minute presentation, 2pgs. – 15%)*

The purpose of the assignment is to examine the influence of culture on management practice in a non-English speaking country. Please coordinate with other teams to ensure that there is no duplication of countries.

The learning team presentation (60 minutes) should address the following issues:

**Content:**

- Historical underpinnings of the culture
- Application of cultural frameworks (lecture on frameworks will take place early in the trimester.)
- Cultural norms and expectations
- The influence of culture on management practice i.e., the extent to which culture impacts:
In addition to the usual sources of information (e.g., the Internet, books, articles, a visit to the consulate) you may also wish to broaden your knowledge base in other ways. A visit to a cultural event, reading a novel, or viewing a movie about your selected country could expand your understanding of culture and history and provide additional insights in your presentation.

**Process:**

- Prepare an interesting presentation. **Do not read from a script.**
- Allow the class to take an active role. That is, encourage participation through role plays, experiential activities or case analysis. Involvement of class members will strengthen interest and help reinforce key learning points.
- In addition, each team is to provide a short article or reading for class members one-week prior to the presentation. To stimulate interest include a few questions in the handout and incorporate the information from the handout into your presentation. The article and questions offer a glimpse of the country/culture so that students are better able to become involved in the discussion.
- **Submit a 2-page executive summary, including references, on the date of the presentation.**

**Learning Teams in Action Presentation (30 minute presentation, 5 %)**

As a learning team complete a minimum of six hours of community service associated with a non-profit organization of your choice. **In order to broaden your experience, choose an organization that you might not normally be involved with.** After your service is complete, reflect on your experience (as a team and individually) and design a presentation (maximum time 30 minutes) in which you:

- Briefly describe your experience of the project. What was the nature of the agency or organization you worked with? What did you do? With whom did you interact? Be creative! Try to recreate the experience (to the extent that you can) within the class.
- Discuss how this experience impacted you as individuals. How were your views/perceptions influenced (positively or negatively) by this experience. Each team member should be represented in this section.
- Discuss how this experience impacted your team. How would you assess the team’s functioning during this activity? What were some outcomes for the group associated with this activity?
- Propose at least one way in which the business community could become involved and help alleviate the situation of the people that you met. Please address issues of feasibility and offer a plan to implement your solution.

**Learning Journal (optional)**

You may want to consider maintaining a journal throughout the semester. One of the primary purposes of this journal is to help you prepare for class discussion and the papers that will be due throughout the trimester. We will be covering a great deal of material, and the journal will provide you with a systematic way of recording the information that we cover. In addition, the journal will provide a mechanism to assist you on reflecting on the experiences and information that you accumulate as a result of participating in our learning organization.
Your journal is your personal document. One way to organize your journal is to divide it into two parts. The first part is **Your Learning** and the second part is **Your Team Process Observations**.

**Your Learning.** For each class you will be reading and experiencing new information that will be applicable to your personal and professional life. Include in this section of your journal your thoughts, your experiences, and your applications that relate to the content of this new information. Summaries or abstracts of the information are not appropriate. Reactions should be observations of events and incidents, real or anticipated scenarios, etc. which will help you focus on how you can apply the concepts to your daily life. A good question to ask yourself is, "Am I reacting to this assignment with both my mind and my feelings?" Another question you might ask is, "Am I able to see the relationship of the various concepts so that they form an integrated whole?" Try to integrate assignments, class experiences, and team learning as much as possible. A good way to check your work is to see if you have included:

- Insight
- Illustration
- Integration

**Your Team Process Observations.** In this part of your journal, you will note process observations for your learning team. These observations describe the difficulty (or ease) of coordinating your schedules to permit out of class meetings, conflicts that might arise, conflict resolution, leadership, group cohesion, creativity, etc. Make notes based on your new theoretical learning as well as observations. **ALWAYS REFERENCE THESE IDEAS IN YOUR JOURNAL SO THAT YOU WILL HAVE THEM FOR YOUR PAPERS.** For example, if your team experienced a high degree of cohesion, you may draw upon theoretical material from the group process literature to analyze the smooth functioning of your team. Finally, make notes on "teaching points" or what you learned about yourself and others by working in a team. This will come in useful for future classes or on the job.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26 Introduction: The classroom as a learning organization</td>
<td>All of Covey SL: Module I</td>
<td>Form teams</td>
<td></td>
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<tr>
<td>2</td>
<td>9/2 The personal system</td>
<td>SL: Module II</td>
<td>Quiz</td>
<td>Case</td>
</tr>
<tr>
<td>3</td>
<td>9/9 Understanding systems Virtual class meeting – groups meet for four hours at a time determine by the group members.</td>
<td>SL: Module IV</td>
<td>E – Quiz</td>
<td>Post answers on portal by midnight 9/10</td>
</tr>
<tr>
<td>4</td>
<td>9/16 The reflective manager</td>
<td>SL: Module IX, XVII</td>
<td>Quiz</td>
<td></td>
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<tr>
<td>5</td>
<td>9/19-9/21 Communication workshop</td>
<td>Bring Big 5 Workbook</td>
<td>Quiz</td>
<td>This is Me paper due</td>
</tr>
<tr>
<td>6</td>
<td>9/30 Motivation</td>
<td>SL: Module X</td>
<td>Quiz</td>
<td>Case 1,2</td>
</tr>
<tr>
<td>7</td>
<td>10/7 Meaning-making in organizations</td>
<td>SL: Modules XI, XII</td>
<td>Quiz</td>
<td>Case 3</td>
</tr>
<tr>
<td>8</td>
<td>10/14 Decision-making</td>
<td>Module V</td>
<td>Case 4</td>
<td>Team 1 Int’l</td>
</tr>
<tr>
<td>9</td>
<td>10/21 Understanding groups</td>
<td>Module VI</td>
<td>Case 5</td>
<td>Team 2 Int’l</td>
</tr>
<tr>
<td>10</td>
<td>10/28 Creating and leading highly effective teams</td>
<td>Module VII</td>
<td>Case 6</td>
<td>Team 3 Int’l</td>
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<tr>
<td>11</td>
<td>11/4 Creativity and conflict</td>
<td>Modules VIII, XVI</td>
<td>Case 8, 9</td>
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<tr>
<td>12</td>
<td>11/11 Technology and work design</td>
<td>Module XIII</td>
<td>Case 7</td>
<td>Team 4 Int’l</td>
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<tr>
<td>13</td>
<td>11/18 Organizational culture</td>
<td>Module XIV</td>
<td>Case 10</td>
<td>Learning Teams in Action Presentation (no paper)</td>
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<tr>
<td>14</td>
<td>11/25 Organizational change and development</td>
<td>Module XV</td>
<td>Case 11, 12</td>
<td></td>
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<tr>
<td>15</td>
<td>12/2 Course wrap-up</td>
<td></td>
<td>Case overflow</td>
<td>Team process paper due</td>
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</tbody>
</table>
### APPENDIX A

*Typology of Cultural Frameworks*

Listed below is a set of cultural frameworks taken from the work of Kluckhohn and Strodtbeck (K & S), Hall & Hall (H & H), and Hofstede (GH). The thirteen dimensions are integrated into 7 categories. Each dimension can range from high to low.

| Category                              | Dimension                                      | Source  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Will / Determinism</td>
<td>1) relationship to the environment</td>
<td>K &amp; S</td>
</tr>
<tr>
<td></td>
<td>2) uncertainty avoidance</td>
<td>GH</td>
</tr>
<tr>
<td>Nature of Time</td>
<td>1) time orientation</td>
<td>K &amp; S</td>
</tr>
<tr>
<td></td>
<td>2) mono/poly chronic</td>
<td>H &amp; H</td>
</tr>
<tr>
<td>Nature of Space</td>
<td>1) conception of space</td>
<td>K &amp; S</td>
</tr>
<tr>
<td></td>
<td>2) personal space</td>
<td>H &amp; H</td>
</tr>
<tr>
<td>Nature of People</td>
<td></td>
<td>K &amp; S</td>
</tr>
<tr>
<td>Nature of Work Relationships</td>
<td>1) individualism / collectivism</td>
<td>GH</td>
</tr>
<tr>
<td></td>
<td>2) power distance</td>
<td>GH</td>
</tr>
<tr>
<td>Purpose of Work</td>
<td>1) activity orientation</td>
<td>K &amp; S</td>
</tr>
<tr>
<td></td>
<td>2) masculinity</td>
<td>GH</td>
</tr>
<tr>
<td>Communication</td>
<td>1) high/low context</td>
<td>H &amp; H</td>
</tr>
<tr>
<td></td>
<td>2) fast/slow messages</td>
<td>H &amp; H</td>
</tr>
</tbody>
</table>

*Adapted from the work of Margaret Phillips, GSBM*