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

TOM C. WILSON
BSM 468.43
ORGANIZATIONAL BEHAVIOR
FALL 2003
THURSDAY 6:00 - 10:00 PM
ORANGE COUNTY CENTER

SYLLABUS
Introduction

This course, to be consistent and internally valid, applies its content against itself wherein the behavior of those within it become subject for study. The course, highly participatory and challenging, both intellectually and ethically, examines both primary and secondary processes constituting human behavior in organizations. The primary processes involves the exploration of feelings, affect, subjective states, beliefs, values, reasoning processes, symbols, and emotions, all of which are not dealt with easily through appeals to pure rationality. Secondary processes, such as decision making, learning styles, communication effectiveness, problem solving, conflict management, and leadership bring rationality more into play and it is through them that behavior can be studied in a more direct manner. It needs to be emphasized that the course requires serious attention and study (See Paulo Freire’s brief article “The Act of Study” to be distributed in class).

The course is interactively focused, its methodology includes large and small group dialogue, intensive close reading of textual material, role plays, self-analysis, structured experiences/simulations, in and out of class writing, "critical friend” criticism of each other's work, and the use of media. Additionally, students will participate in activities designed to give insight to themselves in terms of personal and interpersonal congruence, belief systems, value systems, ethical reasoning, critical consciousness, and personality type.

Course Description:

In general, learning in the course requires dialogue (not mere conversation or even discussion) which means serious and close reading of all materials by all of us. Much of the time will be devoted to such reading, reflection, problem posing, writing assignments and paying attention to the "outside world". It will be difficult to succeed in the course if you do not come prepared, have not read the material assigned, or miss class. A significant amount of time is devoted to a shared and constructed process that takes place in Learning Groups (LG).

At each meeting, LGs will use the Learning Through Dialogue (LTD) process which is an eight step procedural tool designed to promote deep understanding of assigned reading and other material needed for application to the work. LGs are to push for consensus about meaning,
relevance and importance to assist all members not only of the LG but also
the entire class in understanding the course material. In a strong sense,
LG/LTD is similar to a problem-posing seminar characterized by
interchange, reciprocity and community.

An additional discussion procedure to use in conjunction with the
LTD is Socratic Seminars that are a highly motivating form of intellectual
and scholarly discourse within classrooms. They usually range from 30-50
minutes or longer if time allows. An effective Socratic Seminar creates
dialogue as opposed to debate. Dialogue creates "better conversation." As
William Issacs states in Dialogue and the Art of Thinking Together,
dialogue is a conversation in which people (students) think together in
relationship. Thinking together implies that one no longer takes his own
position as final. She relaxes her grip on certainty and listen to the
possibilities that result simply from being in a relationship with others.
Details of Socratic Seminars will be distributed in class. If you believe that
the course is not going well, or that procedures are militating against
learning, you must raise the issue for class analysis and possible
adjustment. Increasingly, what is read and done will become a
collaborative function. Also, the format of the course, as it unfolds, should
be considered as useful to each of your own work situations.

While note taking is a matter of individual preference, many
students have found the advice given by Mortimer Adler in his “How To
Mark a Book” to be quite worthwhile. This article will be handed out in
class.

All writing must be typed and double-spaced. All work is expected
to be within normal limits of Standard English. Spelling, grammar, and
punctuation are serious elements requiring your attention. It should go
beyond saying that carefully crafted writing is essential for success at the
graduate level. As stated in the Publication Manual of the American
Psychological Association (1994) “. . . thoughtful concern for the
language can yield clear and orderly writing that sharpens and strengthens
your personal style and allows for individuality of expression and
purpose.” (p.23).

**Course Objectives:** Increasing . . .

1. personal, interpersonal, and organizational effectiveness
   (openmindedness, value awareness, critical consciousness,
   personal and interpersonal congruence)
2. awareness of the necessity for creativity, critical/synergistic
   thinking, coupled with a tolerance for uncertainty and ambiguity
3. understanding the absolute necessity for ethical reasoning and
   behavior
4. global awareness and cross-cultural understandings
5. realization of at least one self-identified, personal goal
**Texts:**

**A. Required:**


**B. Strongly Recommended (Pick and Choose):**


**Grading:**
Grading is balance among quality and quantity, individual and group work, and self, colleagues, and instructor assessment.

Grades are indicators of a firm grasp of all major concepts with no serious conceptual or writing difficulties. They are achieved by completion of the following with dates and point values in parentheses:

1. Attendance and participation, **absolutely vital** (Individual and Group/Satisfactory)
2. Completion of all readings, reflection/action/thought papers with numbers and dates in sequence (**weekly/15pts**).
3. Completion of "I Am (your name) " paper (**September 5/10pts**).
4. Completion of Metaphor of Behavior in My Organization individual poster. (Mid-term examination) (**October 16/10pts**).
5. Completion of Learning Group Ethical Behavior Case Study/Team Development and Group Presentation. (**Due dates to be decided/25 pts**).
6. Written Learning Analysis (Final examination) (**December 5 with drafts due November 13/20 pts**).
7. Completion of the following activities. Select one for a B or two for an A (**December 5/10 pts each**):
   1. An "I-Search paper
   2. A Formal Research paper
   3. An Exploratory Reading project
4. Book or Film Compare and Contrast Review project (See Recommended Readings)
5. A self-selected, creative project.
Criteria for each of these requirements will be distributed in class. (Plus+ and Minus- are indications of qualitative differences within the grade ranges. The A grade represents distinctive and superior achievement, serious and committed work. Mere completion does not guarantee the A grade, the quality and effort must be apparent.

<table>
<thead>
<tr>
<th>Range (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>85 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>80 - 84</td>
<td>B</td>
</tr>
<tr>
<td>75 - 79</td>
<td>B -</td>
</tr>
</tbody>
</table>

NOTE: Further itemization is, hopefully, not required. If the quality of the B work suffers, lower grades will result.

Attendance Policy: BE HERE! You are responsible to yourself, to your group, and to the class as a whole. Extensive absences will be examined on a case by case basis.

Conduct & Policy on Disabilities
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 in the GSBM Catalog. Please check the catalog index under "Conduct" for the page numbers. Additionally, students with disabilities are encouraged to familiarize themselves with the University's policies in the GSBM Catalog (under "Disabled Student Assistance") or contact the University's equal opportunity officer at (310) 506-4208.