Linda A. Livingstone

BSM 484.25

Contemporary Business Issues I: Human Relations

Summer 2004

Friday, May 21, 6:00 p.m.-10:00 p.m
Saturday, May 22, 8:00 a.m.-5:00 p.m.

Friday, June 25, 6:00 p.m.-10:00 p.m.
Saturday, June 26, 8:00 a.m.-5:00 p.m.

West Los Angeles Campus

SYLLABUS
Contemporary Business Issues I: Human Relations
BSM 484.25
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Day/Class time:  Friday, May 21, 6:00 p.m.-10:00 p.m
Saturday, May 22, 8:00 a.m.-5:00 p.m.

Friday, June 25, 6:00 p.m.-10:00 p.m.
Saturday, June 26, 8:00 a.m.-5:00 p.m.

Location:  West Los Angeles Campus

Professor’s Name:  Dr. Linda A. Livingstone
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Course Description
This course addresses fundamental building blocks for developing effective relationships essential for leading in today’s complex business environment. The course focuses on essential behaviors, skills and values necessary to engage successfully with others including integrity, compassion, stewardship and responsibility. Several aspects of interpersonal competence are covered including: communication, influence, team leadership, team development, group facilitation, conflict management, and managing difficult conversations.

Course Objectives
1. To understand the elements of an effective working team.
2. To understand factors effecting internal team dynamics and team decision making.
3. To understand the relationship between internal team dynamics and external boundary management.
4. To develop skills in diagnosing and coaching challenging team situations.
5. To develop skills in diagnosing difficult conversations.
6. To develop skills that will result in more productive conversations (i.e., learning conversations).

In addition to these specific course objectives, this course will also focus on developing your presentation skills, your skills in giving and receiving feedback, and your proficiency in written communication.

Instructional Philosophy
The above objectives will be achieved using a variety of techniques that require active participation in the learning process including experiential exercises, presentations, cases,
written assignments and class discussion. This format exposes you to key theories and models, and helps you discover more about yourself and how you need to develop in the future.

Texts and Course Materials


Evaluation:

1. Class Participation

Your participation in class discussion and activities is essential to your success in this course. Involvement in discussion will sharpen your analytical skills as well as your ability to communicate. It is imperative that you read all assigned material thoroughly before coming to class and that you come to class prepared to evaluate and discuss the material. You will be evaluated on the quality and impact of your discussion. Therefore, it is important to participate in the discussion frequently and to focus on thorough and relevant analysis of material. I encourage you during class discussion to question ideas that are being discussed either by the professor or by fellow students and to relate the material being discussed to your own personal and professional experiences. It is important that you learn to think critically.

2. Team Analysis and Plan for Change

The purposes of this assignment are:

- Identify a challenging team situation that a member of your group is currently experiencing.
- Trace the evolution of the team.
- Analyze the group process in this team.
- Analyze the behaviors of the members on the team.
- Suggest concrete and specific changes for the team.
- Apply the course reading to your analysis.
This assignment asks you to serve as a consulting team for a challenging team situation that one of your group members is currently experiencing. The assignment will involve a written analysis and plan for action (not to exceed five double-spaced, typed pages) and a class presentation of your analysis. The written assignment should focus on a succinct diagnosis of the strengths of the team, the main impediments to more effective team interactions, and concrete and specific steps for improvement. The purpose of the assignment is to help you come to grips with the factors that get in the way of a team’s effectiveness.

The papers, therefore, should have two sections. The first lists strengths and impediments to more effective interactions. The second and more important section details the action steps you recommend to improve the team’s effectiveness.

The assessment should explore the following issues:

- How the team has attempted to come to terms with its composition and utilized the diversity of its members.
- Whether mutual goals for the team were formulated.
- How the team has organized itself to meet its goals, with specific attention to the roles assumed by specific individuals on the team, the work structure that has been adopted, and the norms that have been formulated in the group.
- How the team has decided to operate and what tools it has used to operate more effectively.
- Whether the team is continuously learning and improving by providing feedback to each other.

Be sure to consider:

- Material that is covered in class readings, particularly the Team Handbook.
- Using specific examples that have arisen in the group to support your evaluation.
- Data supplied by the team assessment survey if you choose to administer it to the team.
- Specific, concrete steps that are feasible to implement to improve the team’s effectiveness.

Hallmarks of a good analysis:

- Integration of material from the readings and class discussions.
- In-depth analysis.
- Wrestling with difficult issues.
- Creativity.

The presentation will involve your team presenting the results of your analysis and your plan for change to the class and facilitating class discussion and feedback on the team situation you have analyzed.
3. Creating a Learning Conversation

This individual written assignment (not to exceed 5 double-spaced typed pages) involves diagnosing a difficult conversation and developing a plan for turning this difficult conversation into a learning conversation. To complete this assignment, it is my preference that you identify a difficult conversation you are currently engaged in or one that you anticipate being engaged in in the near future. If you cannot identify a current or pending difficult conversation, you may diagnose a conversation that you have already experienced and develop a plan for how you could have turned this conversation into a learning conversation.

The Difficult Conversation Checklist on pages 233-234 of the book is a good place to start when thinking about this assignment. This checklist outlines the following steps in diagnosing a difficult conversation and turning it into a learning conversation:

a. Prepare by Walking Through the Three Conversations
   • What happened
   • Understand emotions
   • Ground your identify
b. Check Your Purposes and Decide Whether to Raise the Issue
c. Start from the Third Story
d. Explore Their Story and Yours
   • Listen to understand
   • Share your own viewpoint
   • Reframe, reframe, reframe
e. Problem-Solving
   • Invent options
   • Look to standards
   • Keep communication open

Hallmarks of a good analysis:
• Integration of material from the readings and class discussions.
• In-depth analysis.
• Wrestling with difficult issues.
• Creativity.
Grading

Class participation (Includes class participation and Contributions to your team project)  100 points
Team Analysis and Plan for Change-written assignment  100 points
Team Analysis and Plan for Change-team presentation  100 points
Creating a Learning Conversation  100 points

Total  400 points

Final Grades are awarded in the following manner:

A (93-100%)  372-400  Exceptional work
A- (90-92%)  360-371
B+ (87-89%)  348-359
B (83-86%)  332-347  Above average work
B- (80-82%)  320-331
C+ (77-79%)  308-319
C (73-76%)  292-307  Average/meets standards
C- (70-72%)  280-291
D (60-69%)  240-279  Does not meet standards
F (<60%)  <240

Attendance Policy
Attendance in class is essential to your understanding and application of the material. You are expected to attend all class sessions.
Conduct

“The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

**Dismissal** – separation of the student from the University on a permanent basis.

**Suspension** – separation of the student from the University for a specified length of time.

**Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.

Policy on Disabilities

Assistance for Students with Disabilities
“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to the University’s equal opportunity officer at (310) 506-4208. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)”
Tentative Schedule of Classes

Friday, May 21, 6:00 p.m.-10:00 p.m.

Topic: Course Introduction
Making Teams Work, Module 3 of Managing for the Future

Readings: A Team Primer, Pages M3-10 to M3-16
Team Handbook, To be distributed

Assignment: Bring to class a 1-page description of a challenging team situation that you are currently experiencing. Include a brief description of the purpose of the team and outline the issues that are making this a challenging situation.

Saturday, May 22, 8:00 a.m.-12:00 p.m.

Topic: Team Processes, Module 5 of Managing for the Future

Readings: Team Observation Guide, Pages M5-8 to M5-15
Virtually There, Pages M5-16 to M5 – 21
The Trouble with Teams, Pages M5-21 to M5-24

Assignment: Each team should come to class prepared to monitor its assigned category in the Team Process Observation Guide while watching a videotape of a team meeting. To prepare for class, be sure your team has answered the following questions:

1. What information will we collect for this category?
2. How will we monitor team decision making?
3. How will we organize our team to collect the information?

Saturday, May 22, 1:00 p.m.-5:00 p.m.

Topic: Teams in Organizations, Module 6 of Managing for the Future

Readings: Outward Bound, Pages M6-8 to M6-10
Case: “Aston-Blair, Inc.”, Pages M6-11 to M6-19
The Comparative Advantage of X-Teams, Pages M6-22 to M6-29

Assignment: Come to class prepared to discuss the case in depth. You should be able to answer the following questions using the readings to help back up your analysis.

1. What are the problems facing Bacon at the end of the Case?
2. How did these problems evolve?
3. What actions would you take at the end of the case? Why?
Friday, June 25, 6:00 p.m.-10:00 p.m.

**Topic:** Team Analysis and Plan for Change  
**Readings:** None  
**Assignment:** Written Team Analysis and Plan for Change due at the beginning of class. Teams will present their Team Analysis and Plan for Change and facilitate class discussion and feedback on the team situation they have analyzed.

Saturday, June 26, 8:00 a.m.-12:00 p.m.

**Topic:** Difficult Conversations  
**Readings:** Chapters 1-6  
**Assignment:** TBA

Saturday, June 26, 1:00 p.m.-5:00 p.m.

**Topic:** Difficult Conversations  
**Readings:** Chapters 7-12  
**Assignment:** TBA

Friday, July 9, 5:00 p.m.

**Assignment:** Individual written assignment “Creating a Learning Conversation” due by 5:00 p.m.