MARK MALLINGER

MBAM 607.17

PERSONAL DEVELOPMENT FOR LEADERSHIP

FALL 2003, Session A
August 25 - October 17

TUESDAY

6 – 10 PM

MALIBU

SYLLABUS
PERSONAL DEVELOPMENT FOR LEADERSHIP
MBAM 607
FALL 2003, Session A
(August 25 - October 17)

Tuesday/6:00 – 10:00 p.m.
GSBM Malibu

Mark Mallinger, Ph.D.
Office: Room 314
E-mail: mark.mallinger@pepperdine.edu
Office Phone: (310) 506-6962
Fax: (310) 506-4126
Home Phone: (310) 506-4912
Office Hours: 5-6 PM Tuesday and by appointment

COURSE DESCRIPTION
The focus of this course is on effective team building; management frameworks and processes required to manage teams. Personal values and motivational patterns related to team leadership are studied. Interpersonal issues such as effective communication and the handling of conflict are explored. The concepts of corporate culture and organizational change are discussed in the context of team building. This course is taken at the beginning of the program, and includes, in addition, to regular class sessions, a required two-day, live-in communication workshop. This workshop assists students in understanding their patterns of communicating and relating to others. While the privacy and autonomy of students are respected, students will be expected to look at and learn from their behavior as group members.

COURSE OBJECTIVES
The course mission is to prepare self-aware, enlightened leaders able to create organizational cultures that stimulate innovation and change in response to dynamic environments.

Specific objectives for the course include:

1) **Enhance leadership skills necessary to manage organizations in turbulent environments.** These skills include:
   - communication and conflict management
   - motivation
   - evaluation of performance
   - managing group process
   - managing internationally
   - managing change

   Attention is focused on leadership of the learning organization. Today’s leading edge organizations seek MBAs who are capable of managing in dynamic environments. That is, managers in the 21st century need to be skilled in working with uncertainty and ambiguity. Students will be taught the skills
required to manage in these organizations. In addition to readings and assignments, students will have the opportunity to practice skills through experiential activities.

2) **Examine the complexity associated with managing in cross-cultural organizations.** As global competition increases, managers are required to understand the complexities of doing business internationally. In addition, the diverse composition of U.S. organizations places more responsibility on the manager to be better prepared in dealing with differences. Knowledge of culture, however, goes beyond awareness of difference. That is, understanding the nuances of culture is also valuable in assisting the manager’s analytic abilities and skills in working with information overload, limited data and environments where one clear answer does not exist.

3) **Inspire personal development through self-assessment tools and feedback from colleagues.** The ability to improve management skills requires introspective investigation of strengths and areas of needed improvement. Argyris refers to this phenomenon as double loop learning. That is, expanding knowledge beyond the cognitive and applying it to self, thus enhancing the ability to change.

The accomplishment of these three objectives will be aided by an understanding of frameworks. In order to make sense of the vast array of information covered in the course it is necessary to utilize a systematic process for sorting out data. A framework provides direction in interpreting concepts. Although a framework does not provide “answers” it is useful in organizing information such that decision quality is likely to be enhanced.

**Self-Managed Learning: The Pedagogical Framework for the Course.**
The rapidly changing work place (e.g., technology, information availability, international markets, competition) requires organizations to develop systems that can quickly respond to dynamic environments. This change calls for greater employee involvement in organizational decision making.

If the move toward employee autonomy is, indeed, the wave of the future, then industrial and other types of productive organizations will require employees capable of more self-directed learning. This will, in turn, necessitate a redesign of higher education to create the conditions under which adaptive learning (i.e., empowering students to learn for themselves in the face of uncertainty) can occur. These conditions include: 1) student participation in the learning process; 2) opportunities to experiment with different methods of learning; 3) a supportive environment where one can learn from mistakes; 4) encouragement of cooperation and collaboration among peers; and 5) timely feedback regarding work performed to enable the learner to adjust their behavior to increase their effectiveness. Therefore, one question for contemporary educational institutions is the extent to which they are organized to produce workers who take initiative, understand group process, and have the necessary training for self-management.

One type of self-directed learning technique, referred to as self-managed learning (SML), allows students the opportunity to enhance their education through the use of group learning similar to the process used by self-managed work teams in organizations. Group interaction provides students with the chance to explore their own understanding of the material, rather than relying solely on the lecture by the instructor for clarification of information. The responsibility for learning is placed more on the student than in
traditional forms of education. Group interaction not only offers an alternative method for teaching content, but also provides "real life" experiences for students regarding managing of and coping with group dynamics.

Students will self select teams that will meet each session during the semester to work on reading assignments, case studies, experiential exercises and exams. The incentive to come to class prepared to discuss course materials is heightened by the peer evaluation process (discussed in a later section of the syllabus).

TEXTS AND COURSE MATERIALS
- Online Readings Packet: instructions for access available at bookstore

The materials for MBAM 607 include Essentials of Organizational Behavior, articles from the Readings Packet, and numerous handouts. The theoretical foundations of the course are contained in Essentials of Organizational Behavior, while the Readings Packet includes “cutting-edge” articles from practitioner journals and magazines. This material offers students an exploration of both theory as well as practical application of contemporary OB principles. Class handouts furnish additional information to supplement readings. Given the amount of materials you will receive it is not necessary to bring your computer to class. In fact, laptops are not to be opened during class sessions.

The required assignments and team projects allow students to further enhance their knowledge of the subject through written as well as experiential activity. The course is designed to advance students’ understanding of the role of the manager through readings and “hands-on” experiences. The self-managed learning (SML) process is the experiential (i.e., the “hands-on”) component of the course.

GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Building Project (see Appendix A)</td>
<td>30</td>
</tr>
<tr>
<td>Team Project: GSBM Student Culture</td>
<td>15</td>
</tr>
<tr>
<td>Individual papers (two: 9/23 &amp; 9/30)</td>
<td>10 (5 points for each)</td>
</tr>
<tr>
<td>Exam Individual</td>
<td>40</td>
</tr>
<tr>
<td>Exam Team</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100 (plus peer evaluation)</td>
</tr>
</tbody>
</table>

See Appendix B for explanation of Peer Evaluation process

Grading structure

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>82</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
</tbody>
</table>
**Attendance Policy**

The SML model is dependent on student preparation and participation; therefore, attendance is essential for individual and team success. 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 (the instructor will specify the structure of the paper). Failure to hand in a paper results in a 10-point penalty.

Being on time for class is important. The expectation is that you will be present (both physically and cognitively) at 1:00 p.m. and remain in class until the conclusion of the session. Be prepared--on occasion parking can be a challenge. Please leave sufficient time for such an event.

**Conduct and Policy on Disabilities and Ethical Behavior**

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 160-161 of the GSBM Catalog. Additionally, students with disabilities are encouraged to familiarize themselves with the University’s Policies on Disabilities on page 29 of the GSBM Catalog or contact the University’s equal opportunity office, Dr. Calvin H. Bowers (310) 456-4208.

**Schedule of Classes** (Room U2)

**September 2:**  
**Introduction**  
Career aspirations  
Learning organization  
Conflict management  

**Readings:** Robbins: Review Chapter 1  
Article contained in mailing: “The Learning Organization: Implications for Management Education”  
Readings Packet (RP): “The Anxiety of Learning”

*Please come prepared to discuss the benefits as well as the challenges associated with learning organizations. A written paper, however, is not required.*

**September 16:**  
**Team Dynamics**  
Characteristics of effective teams  
Stages of team development  
Managing teams  

**Readings:** See Appendix A

**Team Assignment:** Team Building Project *(see Appendix A)*

**September 19:**  
**Motivation** *(Make-up class session meets 8am-12 noon)*  
Motivation frameworks  
Application of concepts
Readings: Robbins, Chapter 4, 5  
RP: “On the Folly of Rewarding A hoping for B”  
“Stretch Targets....”

Reading Assignment: Please review the materials prior to coming to class. Although a paper is not required, please consider the following question: Given the frameworks presented in the readings, what are your recommendations for motivating the knowledge worker?

September 23: Leadership  
Traditional leadership theories  
EQ as an alternative leadership model  
Leadership and peer evaluation feedback

Readings: Robbins: Chapter 10; Chapter 11, pages 150-154.  
RP: “How do you Feel?”  
“Leadership that Gets Results”  
Review “Building Emotional Intelligence in Groups”  
Handout: “The IQ/EI Balance in the Knowledge Economy”

Individual Assignment: Prepare a one-page, single spaced paper that addresses the following question:  
Using Goleman’s 6 leadership categories, identify the leadership styles (you are likely to have a primary and secondary style) that you use to influence others. Identification of specific behaviors is required to support your position (i.e., discuss the conditions under which these leader behaviors are demonstrated). In addition, discuss the emotional intelligence behaviors described in the Mallinger article (“The IQ/EI Balance...”) that both contribute to the effectiveness of your leadership style along with those behaviors that are necessary to improve your effectiveness. The purpose of the paper is to raise your awareness of the current leadership literature and to have you recognize your leadership style. Your work is likely to be enhanced when you are able to skillfully incorporate the assigned readings.

Your paper is due at the beginning of class.

September 30: Big 5 Feedback & Ethics in the Workplace  
Making sense of the Big 5  
Big 5 relationship to performance in the workplace  
Ethical dilemmas

Readings: RP: “Ten years after a Major Malfunction…”  
“Ethics and the Undergraduate Business Student” (handout)  
Complete the Big 5 Workplace Survey

Individual Assignment: When you receive the results of the Big 5 prepare a one-page paper, single spaced, that addresses the following:  
1) Prepare an analysis of your five Trait scores, that is, summarize the results in a brief discussion, 2) identify your highest and lowest Sub-Trait scores, and discuss themes that emerge, 3) Review Part Two of the Capacity Report, Thematic Areas. Average the scores for each of the eight areas. Select the highest and lowest averages and discuss the relevance of these scores. That is, describe the personal and professional meaning of these capacities. Finally include a brief statement regarding the value (if any) of emotional intelligence in terms of personal and/or professional enhancement. The purpose of the assignment is to have you engage in
a reflective self-assessment and to consider professional development implications.

**Your paper is due at the beginning of class**

**October 7:** Cross-Cultural Management

Readings: (RP)“Cultural Constraints in Management Theories”
Handout: “Film as a Lens for Study Culture and its Implications on Management”

**Team Assignment:** Using the seven dimensions of the Integrated Cultural Framework (ICF), describe the student culture at GSBM. For each of the ICF dimensions indicate whether the item is high, low or moderate in intensity (exceptions include space orientation: public, private or mixed and time orientation: present, past or future). Provide specific examples to support the analysis. The examples may include observed behaviors, artifacts, symbols and rituals. Interviews with second year students are likely to enhance your understanding of the culture.

Do not “force” an answer. Paradox and ambiguity are very much a part of cultural complexity and, therefore, need to be acknowledged. That is, if there is disagreement among team members embrace the difference by describing the multiple interpretations of the artifacts. Your role in carrying out this project requires you to be an objective ethnographer, similar to a cultural anthropologist. That is, your work needs to be observational rather than judgmental. After a written presentation of ICF analysis identify the key values that comprise GSBM student culture. Be sure to leverage the ICF in determining cultural values.

Include citations and references that demonstrate evidence of the source of your work.

**The paper is due at the beginning of class**

**October 14:** Final Exam and Peer Evaluation
APPENDIX A
TEAM BUILDING PROJECT

In order to encourage responsibility of team members it is necessary for the group to clarify expectations. Two techniques that can be successful in developing commitment to the team are setting goals and selecting role responsibilities for members.

Team Goals
In the early stages of group development it is important for the team to establish a common set of goals that directs activities and infuses energy. Examples of group goals include: equal participation of members, creation of a satisfying learning environment, and the building of a collaborative decision making unit. These goals represent only three of, perhaps, dozens of objectives that can be stated as desired outcomes. Give considerable attention to the development of team goals. The greater the members take ownership of group objectives, the more likely the learning process will be enhanced and the stronger the likelihood of high grades for the team.

Once goals are in place, the group needs to clarify expectations. That is, each person on the team should have a clear understanding of the norms. The expectations describe the behaviors and attitudes (e.g., coming prepared to class, being on time, indicating a willingness to meet outside of the classroom) that are required to accomplish team goals.

Roles for Team Members
A second method of promoting commitment is for each group member to take on a specific role that is important for maintenance of the group. Each of the roles listed below assists in strengthening the Learning Team process and in building a better overall product.

*Gatekeeper:* This person is responsible for keeping the group on track, making sure the discussion does not stray from the topic, and being the timekeeper. The gatekeeper is the team “shepherd.”

*Planner:* This individual has the duty of keeping the group aware of upcoming events. Setting up dates for the group to meet outside of class and reminding the team of due dates are examples of the Planner’s responsibilities.

*Process Consultant:* The role of the Process Consultant requires addressing group maintenance issues. Lack of motivation, poor communication, interpersonal conflicts are examples of process issues that need to be identified and worked through.

*Liaison:* This person is the link between the group and the faculty. Of course, others on the team can talk with the professor, but the Liaison’s responsibility is to raise group concerns or questions that require instructor involvement.

*Coordinator:* The task of the Coordinator is to work with other teams in distributing and sharing information so that the teams are able to learn from one another. This role requires the Coordinator to develop a network so that data can be readily exchanged.

It is important to recognize that communication between members regarding roles is critical. Information needs to be shared to assist the group in completing tasks and accomplishing goals. For example, in talking with faculty, the Liaison may receive
information about an upcoming activity that he or she believes would be helpful for the Planner to know. The Gatekeeper may be concerned with the tendency of the group to ramble, and therefore, needs to inform the Process Consultant that maybe a confrontive session is needed to address the issue. Clearly, the success of the group is dependent on communication; not only about course content, but also about the way the group works as a team.

Are there other roles you think are important for members to assume? If so discuss these additional responsibilities with your team.

**Team Building Project** (30 points, due September 16)
The Team Building Project promotes the development of a learning community. Teams are required to prepare an 8-15 page paper that identifies:

a) team name and logo;
b) team goals, the value of the goals for the group;
c) role responsibilities of team members and describes the unique diversity that each member brings to the team;
d) a peer evaluation system that describes the criteria and process that will allow for objective evaluation as well as offer the opportunity for developmental feedback to group members (place the evaluation system in an appendix).
e) a system that allows members to assess the group experience (i.e., an assessment tool for team process) and make improvements based on that information.

**INCLUDE A DISCUSSION OF THE CONCEPTS, FRAMEWORKS AND IMPLEMENTATION STRATEGIES THAT ARE PRESENTED IN THE RESOURCES BELOW THAT INFLUENCED THE DESIGN OF BOTH THE PEER AND TEAM EVALUATION. IN ADDITION, IT IS NECESSARY TO CITE THOSE RESOURCES IN BOTH THE BODY OF THE PAPER AND IN A REFERENCE SECTION AT THE CONCLUSION OF THE PROJECT.** (refer to the bibliography at the conclusion of the readings packet for examples of the appropriate reference format).

**Resources:**
- *Essentials of OB* (pages 220-229 and Chapter 8);
- “When Teammates Raise the White Flag;”
- “Sport Teams as a Model…;”
- “Improving the Creativity of Work Groups”
- “Building the Emotional Intelligence of Groups”
- “Extreme Teams”
- “Managing five paradoxes of 360 feedback”

The grade will be more heavily weighted on items e and f above. Incorporating the frameworks discussed in the readings will likely result in higher quality work. **If you use graphic rating scales be sure to include a means of enhancing the specificity of the assessment.** The grade for the project will be based on the thoroughness of the work, how well thought out are the responses, and the extent to which the paper is a team effort rather than the work of members contributing individual components.

**YOUR PAPER IS DUE AT THE BEGINNING OF CLASS**
APPENDIX B
Peer Evaluation

Each team will design its own peer evaluation, or performance appraisal system. The purpose of peer evaluation is to establish a system which creates incentives for team members to come to class prepared and participate in group discussions; in other words, peer evaluation reinforces the likelihood that you (and your colleagues) will carry your (their) fair share of the work load.

Each individual will rate all of the other members of their group at the conclusion of the course. The purpose of assessment is to evaluate the contributions of team members and provide information regarding strengths and areas of needed improvement. Individual's peer evaluation scores will be the average of the points they receive from other members of their group.

Procedures for peer evaluation:
1) assume the peer evaluation is worth 10 points and there are five students in a group
2) each individual must assign a total of 40 points to the other four members of their group
3) each group defines criteria establishing expected team performance

Students will have the opportunity to receive feedback regarding their performance during the 4th week. The information provides a data source that can be useful for improvement without the concern about grading. At the conclusion of the course evaluations will be used to assess group members’ contribution. Students who average a ten on the evaluation will maintain their cumulative point total. However, students who average under (or over) ten will have points subtracted (or added) to their final total. The final average is multiplied by a factor of ten (10) to determine point totals.

For example, suppose Bill, Susan and Angela are three individuals in a 5-member team. At the end of the semester their peer evaluation averages total, 9.4, 10.0 and 10.8, respectively. Points for peer evaluation would be assigned as follows:

Bill, -6 (i.e., -.6 x 10)
Susan, 0
Angela, +8 (i.e., + .8 x 10)

Again, these points are added to or subtracted from the total points accumulated for the semester to determine a final grade.