I was informed today that the publishers for our two textbooks (The Practical Coach and Corporate Tides) have delayed delivery to the bookstore until at least August 20, which means our textbooks may not be in the bookstore before session 1.

Therefore, I suggest that you do one of two things to keep up with your reading and to avoid being overburdened with readings for sessions 2 and 3:

1) Purchase and read the Covey book (7 Habits of Highly Effective People) completely through by the first week of class. During the first week of class, check bookstore for the other two books and if they are not in, order them ASAP from an on-line source (such as Amazon.com) and catch up with your reading by session 3.

OR

2) Order your books on-line now and follow the reading schedule as suggested in the syllabus below.

Please make whatever arrangements necessary to be caught up with your reading by the beginning of session 3.
TERI C. TOMPKINS

MBFE 651.22

HUMAN BEHAVIOR IN ORGANIZATIONS

FALL 2004

TUESDAYS

6:00 – 10:00 P.M.

LOS ANGELES CENTER

SYLLABUS
Course Description

Students learn behavioral issues related to self-awareness, perception, communication, motivation, productivity, group behavior, leadership, organizational change, diversity, ethics, career planning, and stress. Oral and written communication skills are emphasized, including MS WORD proficiency. In addition to regular class sessions, a required residential personal development workshop assists students in attaining an accurate understanding of their patterns of communication and relating to others. Students must complete the personal development workshop in order to continue in the course.

Course Objectives

From the beginning, an MBA program ought to position the students so that they can immediately start to make a value added difference, both in their own career development and in their effectiveness with the current employer. Our objectives are to:

1. Solve problems using behavioral science theory as a way of going beyond common sense, even while recognizing that theory is not sufficient to insure correct or usable answers.
2. Apply both analytical abilities and interactive skills in class activities and assignments.
3. Identify your strengths and weaknesses as an individual, leader, and member of a team.
4. Explore ethical issues confronting contemporary executives.
5. Identify your values and commitment to ethical/responsible behavior.
6. Use effective oral and written communication skills.
7. Leave the course with a much clearer understanding of yourself and the effect your behavior has on others.
8. Recognize the impact structure and systems have on behavior.
9. Enhance leadership and team skills (e.g., communication, conflict management, performance motivation, managing group process, managing cross-culturally, and managing change) necessary to manage organizations in turbulent environments.
TEXTS AND COURSE MATERIALS


- *Seven Habits of Highly Effective People: Powerful lessons in personal change* by Stephen Covey. Fireside. ISBN: 0671708635

- Reading Packet with Cases (available at bookstore)

- Big Five Workbook (handed out by instructor)

OPTIONAL TEXT (At least one member of your team should purchase this book (teams will be decided the first or second week of class). In addition, the book is useful for preparing for the cases in this class.

- Mauffette-Leenders, Erskine, and Leenders (1997). *Learning with Cases*. Richard Ivey School of Business, Univeristy of Western Ontario, London, Ontario, Canada. (Available at the bookstore) OR Phone (+1) 519 661 3208 or web site: [http://www.ivey.uwo.ca/cases](http://www.ivey.uwo.ca/cases); then click “enter site” located on left bar; then click “additional products” located on left bar. Click the pinkish purple book and you can order on line at $14.95 ISBN 0771719694

<table>
<thead>
<tr>
<th>INDIVIDUAL ASSIGNMENTS</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality, quantity, and appropriateness of participation and leadership, submission of</td>
<td>200 points</td>
</tr>
<tr>
<td>requested materials, pop quizzes</td>
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</tr>
<tr>
<td><strong>EVENT of the Night:</strong> Problem of the Night (9 possible) or Book of the Night or</td>
<td>200 points</td>
</tr>
<tr>
<td>Guest of the Night</td>
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<tr>
<td>This is Me paper (submit two hard copies)</td>
<td>35 points</td>
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<tr>
<td>Journal submissions (3 at 5 points each) (submit two hard copies)</td>
<td>15 points total</td>
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<tr>
<th>LEARNING TEAM ASSIGNMENTS</th>
<th>Grading</th>
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<tbody>
<tr>
<td>International Case Discussion or Activity. Order determined in class.</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>International Case Paper.</strong> Due 3 weeks after discussion/activity. (Submit an</td>
<td>150 points</td>
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<td>electronic and a hard copy)</td>
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<tr>
<td><strong>Learning Teams in Action Oral Presentation</strong> (30 minutes) &amp; <strong>Write-Up.</strong> Both due</td>
<td>150 points</td>
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<td>week 13. (Submit two hard copies.)</td>
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<tr>
<td>Peer evaluation</td>
<td>100 points</td>
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<td>Total</td>
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Grade Distribution
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<th>Description</th>
<th>Percentage</th>
<th>Score Range</th>
<th>Weight</th>
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<tr>
<td>A+</td>
<td>100% Outstanding</td>
<td>96.67 - 100%</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>95% Superior</td>
<td>93.33 - 96.66</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>91.7% Excellent</td>
<td>90.00 - 93.32</td>
<td>3.7</td>
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</tr>
<tr>
<td>B+</td>
<td>88.3% Above Average</td>
<td>86.67 - 89.99</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>85% Satisfactory</td>
<td>83.33 - 86.66</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>81.7% Below avg.</td>
<td>80.00 - 83.32</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>the score assigned</td>
<td>76.67 - 79.99</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<td>73.33 - 76.66</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td></td>
<td>70.00 - 73.32</td>
<td>1.7</td>
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</table>

Evaluation Criteria for all Graded Work (in addition to specific criteria for each assignment)

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 day-by-day practice. This will be evident in class discussion and written assignments.
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.

Group participation scores

Each individual will rate all of the other members of their group at the conclusion of each Learning Team Assignment. The purpose of assessment is to evaluate the contributions of team members and provide information regarding strengths and areas of needed improvement for that particular assignment. As a group, you will determine the percentage of the group grade each member receives after completing a group project. No group member can receive less than 90% (unless they did not contribute to the project) or more than 110%. See example on next page.
For example:

<table>
<thead>
<tr>
<th></th>
<th>The group assigns a grade of:</th>
<th>I assign a project grade of:</th>
<th>Actual Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe</td>
<td>98.5%</td>
<td>88%</td>
<td>86.7% (B+)</td>
</tr>
<tr>
<td>Alice</td>
<td>98.5%</td>
<td>88%</td>
<td>86.7% (B+)</td>
</tr>
<tr>
<td>Sally</td>
<td>103%</td>
<td>88%</td>
<td>90.64% (A-)</td>
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</tbody>
</table>

The group agrees that Joe and Alice did the same amount of work but Sally did more than Joe and Alice. Joe and Alice give away 1.5% points to Sally in recognition of her contributions to the project.

**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.**

Turn in all papers in class. In addition, send an electronic copy of your international case and case discussion/activity to teri.tompkins@pepperdine.edu. All papers must be typed and stapled at the upper left-hand corner (Do not bind). 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. You must be present to receive my feedback. I will give you verbal feedback, not written, on portions of your work. Expect to stay with me and take notes as I review portions of your paper.

**Attendance Policy**

Since class participation is such a large portion of your grade, absences will adversely affect my evaluation of you in this area. Also, given the fact that each absence constitutes a miss of four hours of class time, you are bound to get behind quickly, since in the nature of things, a class of this format cannot be made up in any way. Naturally, anyone can miss one class because of illness or work, perhaps even two. If you miss three or more, I reserve the right to drop you from the class or lower your grade. There may be exceptions to this policy, but they are rare. (You have the option of submitting a PAA to make up for some part of your participation grade for the day. See “quality and appropriateness of participation and leadership” section under INDIVIDUAL ASSIGNMENTS section near end of this document for further information.)

**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 catalogue 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.

**SCHEDULE OF CLASSES**  
(professor retains the right to adjust schedule and assignments)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics and Readings</th>
<th>Assignment and preparation Due</th>
</tr>
</thead>
</table>
| 1       | Aug. 31| **INTRODUCTION**  
Fill out LSI (given out in class)  
Big Five (given out in class)  
Form groups  
Event of the Night sign up  
Information about Personal Development Workshop distributed.  
1) Read Caproni: Chapter 1, The New Rules for Managers.  
2) Read Covey through Habit 3 | Read material **before** class. |
| 2       | Sept. 7| **SELF-CONCEPT**  
Process check in  
Event of the Night (3)  
Discuss Covey’s book  
1) Read Caproni: Chapter 2, Developing Self-Awareness  
2) Finish reading Covey if you haven’t already  
Hand out Thomas Kilmann Conflict Mode Instrument | |
| 3       | Sept. 14| **INTERPERSONAL RELATIONS AND TRUST**  
Process check in  
Event of the Night (3)  
Thomas-Kilmann Conflict  
1) Read Caproni: Chapter 3, Building Trust  
2) Read article: Whom Can you Trust? An interview with Warren Bennis, *Fortune* 6/12/2000 | 1) **This is Me** due (2 hard copies)  
2) Complete and bring in Thomas-Kilmann Conflict Mode Instrument (handed out last week) |
| 4       | Sept. 21| **COMMUNICATION**  
Process check in  
Event of the Night (3)  
Case Discussion  
1) Read Caproni: Chapter 4, Communicating Effectively  
2) Read Donna Dubinski and Apple Computer Case | 1) 1st Journal Submission due (2 hard copies)  
2) Student prep: Answer questions located in case preparation section of this syllabus for Donna Dubinski and Apple Computer Case. |
| 5       | Sept. 28| **LEADERSHIP**  
Process check in | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Oct. 1-3   | Personal Development Workshop                                           | 1) Read Case located on [http://graziadionet.pepperdine.edu](http://graziadionet.pepperdine.edu) under the Personal Development Workshop course.  
2) Prep for Case (using short form from Learning with Cases textbook)  
2) Bring Learning with Cases textbook                                   |
| Oct. 5     | International Case team preparations (Pasadena)                         | 1) Team 1, 2, and 3’s Intl Case Activity due                           |
| Oct. 7     |                                                                         |                                                                       |
| Oct. 12    | GLOBAL MANAGEMENT                                                      | 1) Team 4 Intl oral due  
2) Summary team score due (see end of syllabus) for teams 1, 2, & 3.  
3) 2nd journal submission due                                           |
| Oct. 19    | CULTURE                                                                | 1) Team 4 Intl oral due  
2) Summary team score due (see end of syllabus) for teams 1, 2, & 3.  
3) 2nd journal submission due                                           |
| Oct. 26    | TEAMS AND GROUPS                                                       | 1) Summary team score due for team 4 (see end of syllabus).  
2) Student prep: Answer questions on Overhead Reduction Task Force case located in case preparation section of this |
<table>
<thead>
<tr>
<th>Date</th>
<th>Nov.  2</th>
<th>Nov.  9</th>
<th>Nov. 16</th>
<th>Nov. 23</th>
<th>Nov. 30</th>
</tr>
</thead>
</table>
| Teams | 2) Read HBR Case: *Overhead Reduction Task Force*  
   In R.S. Tindale, J. Edwards, & E. J. Posavac (Eds.), Applications of theory and research on  
   groups to social issues. New York: Plenum. | 1) Team 1, 2, & 3 written Intl’ paper due  
2) Summary team score teams 1, 2, & 3 due (see end of syllabus). | 1) Team 4 written Intl’ paper due.  
2) Summary team score team 4 due (see end of syllabus).  
2) Student prep: HBR Case: Reverend Jeffrey Brown: Cops, Kids & Minister Case. Answer questions located in case preparation section of this syllabus. | NO CLASS Happy Thanksgiving | 1) Student prep: answer the questions on *The Donor Services Case.* |
| TEAMS | Process check in  
Event of the Night (2)  
Continue HBR Case *Overhead Reduction Task Force*  
Video Part 2. | 1) Read Caproni: Chapter 8, *Diverse Teams and Virtual Teams: Managing Differences and Distance* | | | 1) ORGANIZATIONAL DESIGN  
Process check in  
Event of the Night (3)  
Case Discussion |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 7</td>
<td>SERVANT LEADERS</td>
<td>Learning Teams in Action Presentations, Final Reflections and Course Evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Learning Teams in Action due</td>
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<tr>
<td></td>
<td></td>
<td>2) Summary team score for Learning Teams in Action due (see end of syllabus)</td>
</tr>
</tbody>
</table>

**CASE PREPARATION QUESTIONS**

**Donna Dubinsky and Apple Computer (A)**
1. Why was Dubinsky initially so successful at Apple?
2. Why did she respond the way she did to the JIT proposal? (put yourself in her situation, intellectually and emotionally.)
3. What do you think she should have done differently? Be specific.

**Overhead Reduction Task Force Case**
1. If you were Larry Williams, what would you seek to accomplish in your noon meeting with Georgia Dixon? How would you approach her to increase the likelihood that you would achieve your purposes?
2. If you were Larry Williams, what would you seek to accomplish in the initial meeting of your task force? Specifically, what would you do or say in the first few minutes of the first task force meeting to get the task force off to a good start?

**Jeffrey Brown: Cops, Kids & Minister Case**
1. Map out Brown’s sources of power and identify his objectives. How will his existing power sources help or hinder his achievement of these objectives?
2. What were the factors critical to the success of the “Boston Miracle?”
3. At the end of the case, the potential for increased youth violence in Boston appears to be rising. Are the efforts of Brown and the Coalition sustainable in Boston? What do they need to do to assure that youth violence will not revert back to the levels seen in the early 1990s?
4. How did Brown’s decisions affect his personal life? Was the result worth the cost to his personal life? Do you have any suggestions for how he could manage his life better?

**The Donor Services Department**
1. What was Joanna’s diagnosis of the situation in the donor services department?
2. What should she recommend to Sam?
3. What are the cultural factors that influence this case? Would you expect any differences if it had taken place in the United States?
INDIVIDUAL ASSIGNMENTS

Quality and appropriateness of participation and leadership in the learning community, especially in class and case discussion. There may be pop quizzes which also reflect in this grade. Note: if you miss a class, please submit a PAA (see assignments tab in http://graziadionet.pepperdine.edu), which is due the week you return from your absence. NO LATE paper accepted without clearance from me. It will be graded C/NC. The PAA does not make up for your missed participation in class, but it will give you 80% credit for that day. The format for the PAA is under the assignments tab http://graziadionet.pepperdine.edu.

Event of the Night. (Oral with summary sheets) (Sign-ups will be by topic) Between 1 and 3 presentations each week. A sign-up sheet will be distributed the first night of class. You can find the details of this assignment on http://graziadionet.pepperdine.edu under the assignments tab and at the end of this syllabus.

This is Me paper (5 double spaced pages maximum; 2.5 ss pages max). You can find the details of this assignment on http://graziadionet.pepperdine.edu under the assignments tab. Please turn in two hardcopies of this paper.

Journal submissions (1 ss or 2 ds page reflection of your experience as an individual and team member and your concerns/appreciations about the course. Graded C/NC. (note due dates in schedule -- no late submissions accepted). (Note: credit is more likely if you write not just about what you did, but your reactions/reflections about the course and you and your team’s behavior.) Please turn in two hardcopies of this paper.

Peer Review Form Note due date in course schedule. You can find the details of this assignment on http://graziadionet.pepperdine.edu under the assignments tab.

LEARNING TEAM ASSIGNMENTS

International Case Discussion or Activity. Order determined in class. You can find the details of this assignment on http://graziadionet.pepperdine.edu under the assignments tab.

International Case Paper. Due 3 weeks after discussion/activity. You can find the details of this assignment on http://graziadionet.pepperdine.edu under the assignments tab. Please turn in one hard copy and one electronic copy.

Learning Teams in Action Oral Presentation (30 minutes) & Write-Up. Note due date in course schedule. You can find the details of this assignment on http://graziadionet.pepperdine.edu under the assignments tab. It is important that you get this activity on your schedule early in the semester as some organizations require clearance before you can work and your teammates schedules can get crowded.

Peer evaluation
To ensure balance of participation, 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. Near the end of the trimester, on your final written paper, I will ask each of you to individually rate yourself and your group on a scale of 1 to 10, with 10 being the highest.1 (See http://graziadionet.pepperdine.edu under “Peer Evaluation Report” for description of assignment).

1 Individual’s peer evaluation scores will be the average of the points they receive from other members of their group weighted to make the group score average at .88. This is to ensure that every group has the same average and to allow distinctions of contribution within the group.
Summary Team Scores for Learning Teams in Action
(Turn this in on the day that you do your Learning Teams in Action Report)
One form needed per team.

Team Number/Name: _______________________________________

**Step 1:** On a separate sheet of paper list the specific things you did to contribute to the project.

Task:

Process:

**Step 2:** Discuss your project together as a team. Did it seem that everyone contributed equally? Did some people contribute more or less than the average group member?

**Step 3:** What do you think your score should be? If everyone gets 100, that means no one did more work than anyone else. If someone did more work than you, how many points or ½ points are you willing to give them in recognition of their contribution?

**Step 4:** Now discuss everyone’s scores and decide as a group how to divide your score among the team. Remember the scores should average 100. For example: Joe = 97; Alice = 99; Jim = 103; Sonja = 101. The total of all the scores = 400; which is an average of 100 points per person. Hint: a difference of 3.5 points between people is approximately equivalent to 1/3 of a grade (depending on the final score of the product).

**Step 5:** Fill out the form below and turn it in to your professor on the day the assignment is due.

<table>
<thead>
<tr>
<th>Team Member (in alphabetical order by last name)</th>
<th>Contribution Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last name, First name</td>
<td>Must be between 90% to 110%</td>
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Summary Team Scores for International Case Paper
(Turn this in on the day that you do your International Case Paper)
One form needed per team.

Team Number/Name: _______________________________________

Step 1: On a separate sheet of paper list the specific things you did to contribute to the project.
Task:

Process:

Step 2: Discuss your project together as a team. Did it seem that everyone contributed equally? Did some people contribute more or less than the average group member?

Step 3: What do you think your score should be? If everyone gets 100, that means no one did more work than anyone else. If someone did more work than you, how many points or ½ points are you willing to give them in recognition of their contribution?

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<td>6.</td>
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</table>
Summary Team Scores for International Case Discussion or Activity
(Turn this in the week after you do your International Case Discussion or Activity)
One form needed per team.

Team Number/Name: _______________________________________

Step 1: On a separate sheet of paper list the specific things you did to contribute to the project.
Task:

Process:

Step 2: Discuss your project together as a team. Did it seem that everyone contributed equally? Did some people contribute more or less than the average group member?

Step 3: What do you think your score should be? If everyone gets 100, that means no one did more work than anyone else. If someone did more work than you, how many points or ½ points are you willing to give them in recognition of their contribution?

Step 4: Now discuss everyone’s scores and decide as a group how to divide your score among the team. Remember the scores should average 100. For example: Joe = 97; Alice = 99; Jim = 103; Sonja = 101. The total of all the scores = 400; which is an average of 100 points per person. Hint: a difference of 3.5 points between people is approximately equivalent to 1/3 of a grade (depending on the final score of the product).

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EVENT OF THE NIGHT

Problem of the Night (30 minute presentation, 2 pgs.)

Bring a work related issue or challenge that you are currently facing related to tonight’s topic into the classroom for discussion. It should be a problem that perplexes you, that is, one that will be interesting for the class to discuss and analyze. Prepare a 1-page summary of the problem (to be handed out to entire class). Prepare a second page that offers your perspectives, which should include a connection to at least one concept from current week’s course material. This last page should be given to the instructor with the summary. Wait until the end of the discussion to give the second page to the class.

- Introduction/overview of the issue (5-10 minutes)
- Facilitate class discussion (20-25 minutes)

You will receive a grade based on the extent that the class perceives the problem as related to tonight’s topics (you can help connect the dots), how useful the handout was, and how stimulating the discussion was (which includes your facilitation skills).

Book of the Night (20 minute discussion, 1 to 2 pgs.)

Read a popular-press book on management (organizational behavior) and prepare a one- to two-page summary (enough copies to hand out to every class member (including instructor)). Make sure to include the full reference on the summary paper. Include your recommendation about why others’ should read or not read this book and how it is related to organizational behavior. Make a power point presentation to share the key points related to tonight’s topic.

- Power Point presentation of key points related to tonight’s topic (10 to 15 minutes)
- Allow time for question and answers. (5 to 10 minutes)

You will receive a grade based on the extent that the class perceives the presentation as related to tonight’s topics (you can help connect the dots), how useful the summary sheet was, and how well you presented the material.

Guest speaker of the night (30 minutes, 1 to 2 pgs.)

Bring a guest speaker to class who can highlight something from the current week’s topic. (I am open to negotiating schedules if the speaker’s schedule does not fit the topic for the evening.) You are responsible for coordination with the speaker and the professor in terms of best time to present (we will try to accommodate the speaker’s schedule). We can arrange for the speaker to receive stickers for free parking. The week after the guest speaker presents, submit a 1 to 2 page summary sheet of the key points the speaker shared. Be sure to include contact information for the guest speaker on the summary sheet. Distribute this paper to the entire class. In addition, be sure to send a thank you card/note to the guest speaker. Provide a photocopy of note or card with your summary sheet. You should manage the time and help facilitate any transitions needed during class discussion.

- Introduce the guest speaker (1 minute)
- Guest speaker gives presentation or facilitates a Q & A style discussion or both (15-20 minutes)
- Allow time for Question and Answers (Q & A) (10 minutes, unless Qs & As were included in the presentation.)

You will receive a grade based on the extent that the class perceives the presentation as related to topic selected, how useful the summary sheet was, and how interesting the presentation/discussion was.

2 You may select an article to present but it must be a full-length article from the Harvard Business Review (HBR), California Management Review, or the Academy of Management Executive (AME).
REQUIRED TEXTS:


Seven Habits of Highly Effective People: Powerful lessons in personal change by Stephen Covey. Fireside. ISBN: 0671708635

OPTIONAL TEXT (At least one member of the team must purchase this book).

Mauffette-Leenders, Erskine, and Leenders (1997). Learning with Cases. Richard Ivey School of Business, University of Western Ontario, London, Ontario, Canada. Phone (+1) 519 661 3208 or website: http://www.ivey.uwo.ca/cases; then click “enter site” located on left bar; then click “additional products” located on left bar. Click the pinkish purple book and you can order on line at $14.95 ISBN 0771719694

CUSTOM READING PACKET


HB Product#: 9-486-083 Donna Dubinsky and Apple Computer, Inc.

Taming the Bosses’ Pet, Fortune, 11/14/2003

Women vs. Wal-Mart. Fortune 7/07/2003

HBR Case Product Number: 9-400-026: Overhead Reduction Task Force


HBR Case Product#: 9-801-284: Reverend Jeffrey Brown: Cops, Kids, and Minister


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INSTRUMENTS I intend to hand out in class

1) Learning Styles Inventory (LSI)

CentACS

2) Big Five Workbook

3) Big Five Report Long Form answer sheet and instrument

CPR, Inc.

4) Thomas-Kilmann Conflict Mode Instrument