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

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TERRI EGAN

MBFE 651.41

BEHAVIOR IN ORGANIZATIONS

FALL 2003

MONDAY

6-10 P.M.

ORANGE COUNTY CENTER

_____________________________________________________________

SYLLABUS
COURSE DESCRIPTION

Students learn to apply the behavioral sciences to management issues through integration of conceptual and experiential approaches to self-awareness, perception, communication, motivation, productivity, group behavior processes, leadership, organizational change, diversity, ethical issues, career planning and the management of personal and organizational stress. Development of oral and written communications skills is stressed in this course. In addition to regular class sessions, a required personal development workshop MBFE 650 assists students in attaining an accurate understanding of their patterns of communication and relating to others. Students must complete the communication workshop in order to continue in the course.

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. learning to communicate in more effective ways.
4. enhancing ethical reasoning capability.
5. understanding the international influence on management action.
6. understanding the micro and macro environment in which an organization's culture develops and grows.
7. improving skills of goal setting and career development.
8. applying models and practicing skills for diagnosing various features of organizational settings.

TEXTS AND COURSE MATERIALS

REQUIRED:


Diagnosing and Changing Organizational Culture Based on Competing Values Framework, Kim Cameron, and Robert Quinn, Addison-Wesley, 1999.
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.

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.

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. Failure to turn in a paper results in a 15% reduction in your participation grade.

Measuring Achievement

One of the key elements in a learning organization is a mechanism for delivering feedback about system 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.

Evaluations will be made on the following assignments:

Individual papers: This is Me, Personal and Professional Development Plan, Team Process Paper
Team activities: Team Topic Presentation, Organizational Culture Project (paper and presentation)

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 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.

ASSIGNMENTS

**Individual Assignments**

*This is Me Paper (max. 5 pgs., comprises 10% of grade)*

At this point in your life, entering a program of graduate 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, and want? What is my self-concept or self-image? This assignments asks you to address the question: where am I in my life right now, and how did I arrive here?

Analyze the key cultural influences which 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 avoid being autobiographical (too much description, not enough analysis).

*Personal and Professional Development Plan (max. 7 pgs, comprises 15% of grade.)*

One of the primary objectives of this course is to increase your personal and professional effectiveness. It is my hope that throughout your career at Pepperdine you will revisit the personal development goals identified in this paper and mark your progress with a sense of true accomplishment.

The extent to which the concepts, and theories presented in this course will have benefit for you depends on your ability to incorporate that knowledge in your daily practice. To encourage self-reflection and to enhance the likelihood of change, please submit a 7 pg. paper identifying your personal and professional vision, and identifying areas of personal development associated with achieving that vision. Use the questions from Chapter 22 of Wilson and Wilson as a guideline. Include results of self-assessments such as the Career Anchors, Big 5 and other appropriate instruments. Take the risk of asking your peers/family/boss/etc… for feedback when identifying both strengths and weaknesses. This assignment asks you to address the question: where do I want to go in my life (purpose and personal vision), and how will I get there (tactics, identification of obstacles and support – including strengths and weaknesses).

*Individually Written Team Process Paper (max. 10 pgs, comprises 20% of grade)*

Each individual will hand in one paper that focuses on the process of your Learning Team. (Note: This is paper is not written by the team.) 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 journal (optional) can be an important source of information. **Include the theoretical/conceptual basis for your description and analysis and reference them in your paper.** Please organize this paper into five sections as they are outlined below. Give equal emphasis to each part of your paper. At the end of the paper, rate each person on the team.

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
      ii. status differences
      iii. social and task relationships
   F. Division of labor and roles
   G. Leadership and influence
   H. Handling of disagreement and conflict
   I. Control and reward of members
   J. Management of the group process
   K. Other issues which you may see as being important

   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. 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. What are the implications of this team’s dynamics for teams in the workplace? How can you apply what you learned about yourself or teams in your current work situation? Are there some principles that can be generalized to teams regardless of setting – were any of the theories you studied reinforced? Since Pepperdine uses teams in many classes, what can you apply to the next team of which you are a member?

Include a section that individually rates each member of your team using the system described in the peer evaluation section of the syllabus.

Integration & Application exercises (comprises 5% of grade)

During the course of the class, there will be several quizzes, exercises, or cases covering basic concepts in your reading and class materials. These will require you to integrate the materials by applying them to practical experiences.

Participation in class (comprises 10% of grade)

Team Assignments

Team Topic Presentation (45 minutes presentation, 1-3 page “resource” handout, comprises 10% of grade))

Select a contemporary course-related topic of your choosing which complements, but does not duplicate any of the topics in our course readings. Prepare a 45 minute, INTERACTIVE, class presentation which does the following:

• Increases our understanding about a topic of relevance for this course.
• Demonstrates your ability to create and deliver a well-organized, creative, and timely presentation.
• Illustrates how this topic is impacted in a global business environment (doing business outside of US national boundaries -- at a minimum consider "teaching" the content of this topic would differ in an Asian, Latin American, and European country.
• Leaves us with a take-away -- resource page, handout, reading, etc…that will serve to stimulate our memory of your presentation in the future.

Team Organizational Culture Presentation and Paper (60 minute presentation, 10 page paper, comprises 20% of grade))

This assignment provides you an opportunity to integrate the major concepts that we have studied this trimester. It will be conducted in your learning team. Select an organization that
one of your team members is currently employed in OR a not-for-profit agency in which your team has served (minimum of six hours community service).

The outcome of this field research is a presentation and paper that should be a thoughtful, in-depth view of the culture of the organization that you are studying. If the team wants to compare two sub-units of the organization that it suspects may represent different subcultures that is fine.

The overall format of the paper and grading of the paper and presentation is as follows:

**Background:** Describe the historical development of the organization, key events, key players, its apparent strategy how it is structured, etc.

**Research methodology:** describe your research approach -- what is your sample? What criteria did you use to choose your interview sample? Your questionnaire sample? How did people react to the study? Any surprises for you in the process of carrying out the study?

**Research Findings, Conclusions, Speculations and Recommendations:** This is the most significant part of the presentation. Present your questionnaire and/or interview results clearly and graphically. Deal with the questions stated above, but do not restrict yourself to those questions. Use your intuition to reach beyond the "hard findings". Include illustrations, anecdotes, direct quotations, and behavioral observations to support and enrich your conclusions. Point out the implications of what you found for the future of the organization and for you personally (if you are a member of the organization).

**Process:** What did you learn about the process of conducting behavioral research from this project? What would you do differently if you were to conduct this study again?

**Team Peer Evaluation (comprises 10% of grade)**

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. 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) criteria establishing expected group performance are defined by each group

Students who average a 10 on the evaluation will maintain their cumulative point total. However, students who average under (or over) 10 will have points subtracted (or added) to their final total.

**Grading**

Your final grade will be based on the following:
10% Quality and appropriateness of participation and leadership in the learning community as assessed by Professor Egan
10% Peer assessment as team member.
50% Quality and timeliness of individual assignments
30% Quality and timeliness of learning team assignments

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</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 one hard copy of each assignment and email one copy to tegan@pepperdine.edu. All 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.

Student Conduct and 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, Mr. Trevor Reynolds, at (310) 456-4208.
APPENDIX A
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 towards the end of each course. 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.

Some students have found it helpful to have two parts to their journal: Your Learning and the 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. The description should include a description of the team presentations that you make themselves. 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.
**APPENDIX B**

*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.

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

*Adapted from the work of Margaret Phillips, GSBM*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Papers</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Introduction: The classroom as a learning organization</td>
<td>First 20 chapters of Wilson and Wilson SL: Module I and II</td>
<td>Learning team formation</td>
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<tr>
<td>9/1</td>
<td>Holiday</td>
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<td>9/8</td>
<td>The organization: A foundation</td>
<td>SL: Module IV</td>
<td>Virtual class meeting and quiz</td>
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<td>9/15</td>
<td>The reflective manager</td>
<td>SL: Module III, IX,</td>
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<tr>
<td>9/22</td>
<td>Meaning making in organizations</td>
<td>SL: Module XI, XII Skim Cameron and Quinn</td>
<td></td>
<td></td>
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<tr>
<td>9/29</td>
<td>The personal system – motivation</td>
<td>SL Module X</td>
<td></td>
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<tr>
<td>10/3-10/5</td>
<td>Communication workshop Dana Point Doubletree</td>
<td>Bring Career Anchors</td>
<td></td>
<td>This is Me Paper</td>
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<tr>
<td>10/6</td>
<td>Problem solving and decision making</td>
<td>SL: Module V Update progress on Cameron and Quinn</td>
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<td>10/13</td>
<td>The self-renewing manager</td>
<td>SL: Module XVII, XVIII</td>
<td>Team 1 topic presentation</td>
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<td>10/20</td>
<td>Building and leading effective teams</td>
<td>SL: Module VI, VII</td>
<td>Team 2 topic presentation</td>
<td>Personal and Professional Development plan</td>
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<td>10/27</td>
<td>Managing conflict</td>
<td>SL: Module VIII</td>
<td>Team 4 topic presentation</td>
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<td>Redesigning work</td>
<td>SL: Module XIII</td>
<td>Team 3 topic presentation</td>
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<td>11/10</td>
<td>Organizational Change</td>
<td>SL: Module 15</td>
<td>Appreciative Inquiry Workshop</td>
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<td>11/17</td>
<td>Organizational Culture</td>
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<td>11/24</td>
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<td>Organizational culture presentation teams 3 and 4</td>
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<tr>
<td>12/1</td>
<td>Class wrap-up</td>
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<td>Team Process Paper due</td>
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Additional readings will be assigned and available on the class e-room.