Professor Edward H. Rockey

MBFE 651.61

Behavior in Organizations

Fall 2004

Ventura County Center

First night of class is required: September 13, 2004

MBA 651 Human Behavior in Organizations. Four units.

This course explores 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, including MS Word proficiency, are emphasized.

NOTE: Students enrolling for Fall 2004, please be sure to buy a new copy of the Osland, Kolb & Rubin text, 7th Edition. A used copy of this text will not suffice.
TABLE OF CONTENTS

Course description:
Table of Contents
I. Rationale for Our Human Behavior Course
II. Contents and Goals
   A. Major Topics and Goals
   B. Outcomes to Manifest
III. The Methods of Learning. Formal Course Requirements.
IV. Team Project.
V. Case Presentation
VI. Topic Presentation (in lieu of a Case)
VII. Application Reports
VIII. Criteria Applied in Grading Written Work
IX. Course Grade
X. Courtesy, Legal Issues, University Policies, Disability, etc.
XI. Required University Statement on Conduct
XII. Course calendar outline
       Full schedule, with assignments, will be distributed at first class session.

Other materials added during the first two weeks of class: Schedule of assignments.
Student Data Sheet. Communication Workshop Orientation. Philosophy of Learning.
Fifteen Course Activities. Survey of your Organization’s Culture.
Every week, additional materials will be distributed (e.g., worksheets, inventories, experiential guidelines, case studies, book outlines, etc.)

KEEPING IN TOUCH: Five ways to communicate with Dr. Ed:
♦ Phone -- (805) 496-8796 ♦ Conversation before or after class (or during break).
♦ E-mail -- erockey@pepperdine.edu ♦ Meet at VCC by appointment.
♦ Fax -- (805) 496-8768
I. RATIONALE FOR OUR HUMAN BEHAVIOR COURSE

When managers plateau and don’t reach the executive suite or when they fail to succeed as executives, it’s rare that they lack the technical skills to succeed at that level. Often it’s because they fall short in such aspects as people skills, emotional intelligence, the training and insight needed to understand and work effectively within an organization’s culture, etc. All Graziadio School degree programs include Human Behavior studies, emphasizing skills and knowledge designed to enhance such vital areas as:

- acquiring and applying self-knowledge with keen insight
- teamwork effectiveness
- flexible leadership styles
- understanding and working successfully in various organizational cultures
- communicating effectively
- improving learning skills, personally and organizationally
- developing global awareness and respect for varied cultural norms and practices
- managing change competently
- values clarification.

II. CONTENTS AND GOALS

This Contents and Goals section of your syllabus has two major parts:

- A. The major topics and goals that give structure to the flow of the course (the subjects that appear in the Schedule of Topics and Readings).
- B. The personal objectives we hope all students will manifest in their lives and careers.

A. Major Topics and Goals.

1. Learning and Perception. Comprehend how various learning styles influence mastery, problem solving and synergy. Appreciate the value of all learning styles, and identify the strengths and limitations of your own. Complete the Learning Cycle when solving problems.

2. Motivation and Values. Understand the application of various theories that help us comprehend why people behave the way they do. See how motivation influences productivity, leadership, and cooperation. Be able to apply motivational ideas to personal and organizational productivity.

3. Group Dynamics. Develop effective groups. An important process goal: create teams in our class that optimize productivity, personal growth, group effectiveness, camaraderie and interpersonal skills.

4. Leadership, Power, Influence and Organizational Politics. Learn and apply various leadership styles and power bases pertaining to optimal productivity. Adapt to situational variables.

5. Organizational Culture. For corporate effectiveness, learn how to discover, understand, utilize and influence such aspects of organizational culture as the following: styles, norms, values, beliefs, rituals, assumptions, collective understandings, paradigms, histories, artifacts and stories/myths.

7. **Organizational Change and Development.** Learn the forces and processes of change and be able to prevent and reduce resistance to change. Learn keys to successful organizational development.

8. **Global and Cross-Cultural Business Issues.** Comprehend behavioral differences among various cultures and sub-cultures. Be more competent in dealing with differences among nations. (See Team Project for further information on this topic.)

9. **Emotional Intelligence.** Develop awareness and skills for self-understanding, empathy, adaptability, integrity, presence, effective teamwork, etc.

10. **Organizational Design.** Describe and evaluate various forms of organizational structure, including mechanistic & organic, functional, divisional & matrix, etc. Explore the “boundaryless” concept.

As time allows, we may be able to spend some time learning more about such topics as **Innovation & Creativity, Career Development and Managing Stress.**

**B. Personal Outcomes to Manifest.**

In addition to knowledge and skills related to the course topics above, students will be encouraged and coached to develop in relation to the following outcomes:

- Optimal development of your Emotional Intelligence.
- Greater knowledge of your assets and liabilities and the ability to relate them to your career.
- Enhanced appreciation of the ethical issues involved in business and industry and a commitment to responsible behavior.
- More awareness of how you became who you are and of where you will go from here with your life and career.
- Enhanced listening skills.
- Increased tolerance for ambiguity and the ability to function productively in chaotic situations.
- Enhanced awareness of and appreciation for differences.
- Less provincialism and more of a global perspective.
- Sharper perception of how you impact other people.
- Ability to give non-threatening, non-attacking feedback.
- Ability to receive feedback non-defensively.
- Increased flexibility, adaptability.
- Recognition of stress in yourself and others and enhanced skills for coping with stress.
- Increased appreciation for the value of the ability to learn, and enhanced use of various learning styles.
- Greater ability to recognize situational variables that require adapting leadership styles.
- Facility in blending rational and imaginative tools for creative problem solving and
innovation.
• Ability to utilize motivational theories for greater productivity in yourself and others.
• Enhanced skill in facilitating group dynamics, which foster cooperation.
• Forming teams that help us succeed in this course, in the entire MBA program, and beyond.

At the end of an education, we usually ask “What has the student learned?”
We should also ask, “Who has the student become?” (adapted from J. Monroe)

III. THE METHODS OF LEARNING AND FORMAL COURSE REQUIREMENTS

A. METHODS OF LEARNING
The "Philosophy of Learning" and "Fifteen Activities" (given to you separately) describe the stance we take and the learning methods we will employ in our course. All course activities and concepts (along with our Personal and Leadership Development workshop) combine to form the processes that will help fulfill our course goals (listed in the preceding section, II). Note particularly that the course places great emphasis on experiential learning and on the collaborative responsibility of the professor and the students to create an optimal learning environment. You will be involved in discussions, small group problem solving and experiential learning at every class session. You will also make at least three stand-up presentations during the trimester.

B. FORMAL COURSE REQUIREMENTS
How can we fulfill our substantive course goals, maintain high academic standards and yet recognize that: (1) many professional adults who have been out of school for years are more interested in "managerial wisdom and skill" than in theories as such; (2) there is a "minimal body of accepted knowledge" regarding Human Behavior in Organizations that every MBA student ought to know. To honor academic standards and also support our distinctive mission, the following formal requirements pertain:
1. Cross-Cultural/International Team Project (See IV, below).
2. Case Study or Topic/Book Presentation. (See V and VI, below).
3. Three Application Reports. (See VII, below).
4. Exams (TBA).
5. Active, meaningful participation in class.

IV. CROSS CULTURAL/INTERNATIONAL TEAM PROJECT

Introductory thoughts:

In Venezuela the rate of auto-accident deaths is eight times higher than it is in England. Why?

A North American manufacturer of oil drilling equipment realized that a large order was going to be delivered several weeks late to a Middle Eastern customer. Feeling disgraced, and wanting to notify the customer in a very courteous fashion about this delay, the supplier flew two high-
ranking company officers to the Muslim nation where the customer was located. Upon hearing of the delay, the official at the customer company replied, “It is the will of Allah. When can we expect delivery?” What cultural assumptions and values underlie this incident?

In one culture it is a disgrace not to weep and tear your clothes when a friend or relative dies. But in another culture it is disgraceful to behave that way. How come?

When Canadians students were asked, “Would you lie to protect a friend and fellow student regarding a cheating allegation, even though you knew the individual had cheated?” only about 15% said they would lie under those circumstances. To virtually the exact opposite extent, regarding the same question, about 85% of students in a particular Asian nation said they would lie in behalf of a friend under those circumstances. What cultural norms operate here?

Your boss asks you to help paint his or her house as a favor. Would you? Just over 90% of Swedes said they would not. Yet 68% of Chinese said they would. What’s going on here?

A. OVERALL GUIDELINES FOR THE TEAM PROJECT
1. Key goals.
   1. Acquire and share knowledge and skills that enhance success in global business.
   2. Comprehend global trends.
   3. Better understand the assumptions and values that underlie cultural customs, behavior, etc.
   4. Appreciate other cultures.
   5. Perceive the USA in a cross-cultural context.
   6. Assist individuals and organizations to master behavioral aspects of international business.
   7. Enhance your ability to function appropriately in cultures other than your native culture.
2. Assignment.
Write and present a team project on cross-cultural/global issues. See details in Section B, below.
3. Criteria.
   Analyze in depth.
   Incorporate the Hofstede and Trompenaars/Hampden-Turner models in your analysis.
   Go far beyond a mere compilation of statistical or encyclopedic data.
   Follow all the criteria for course-related written work given to you separately.
   Relate to relevant theories, to our course content, to state-of-the-art business information pertinent for the nations selected.
   Length: seventy-five to one hundred pages (excluding appendices).
   Organize your report coherently; use headings and sub-headings skillfully.
   Document sources and quotations.
   Provide a well-organized, thorough Table of Contents, a substantive Introduction and a Bibliography.
   Give a presentation in which every team member speaks.
   Team choices of themes/nations will be recorded in the order received by the professor.
   Once a theme or nation has been selected, it may not be duplicated by another team.
In later core courses in your MBA program, you will study such vital topics as accounting, finance, strategy, economics, decision sciences, information technology, law and marketing. But in this report, focus on the topics assigned in this section of the syllabus (e.g., don’t write lengthy
descriptions of the economic issues that apply to a nation and then neglect of the sort of cultural
norms, underlying assumptions, motivations, lifestyle issues, etc., that pertain). Though you will
include non-behavioral information, be sure to feature our course topics.

B. THEME-BASED APPROACH TO COMPARING NATIONS/CULTURES.

1. Task and Content.
Research and report on two nations, centering on a given theme (see 2, below). Write a report
that orients managers to behavioral aspects of doing business in those countries. Since you are in
"Human Behavior in Organizations," focus on such underlying issues as:
- Controlling nature ↔ Letting nature take its course.
- Individualism ↔ Collectivism.
- Long-term perspective ↔ Short-term perspective.
- Monochronic ↔ Polychronic.
- Low power distance ↔ High power distance.
- Universalism (rules) ↔ Particularism (relationships).
- Affective (reveal emotions) ↔ Neutral (hide emotions).
- High tolerance for ambiguity ↔ Low tolerance for ambiguity.
- Valuing quality of life ↔ Valuing competition and material rewards.
- Communication in high-context cultures ↔ Low-context cultures.
And describe how those underlying issues manifest in such forms as:
- Mores.
- Religions.
- Rituals and rites.
- Subcultures.
- Treatment of minorities.
- Organizational cultures.
- Folkways and customs.
- Ethics.
- Family life.
- Women in society.
- Communication patterns.
- Motivational dynamics.
- Attitudes toward change.
- Ethnic groups.
- Education.
- Leadership styles.
- Taboos.
- Etc.

To the extent that you cover political, economic, geographic, demographic, financial, linguistic
and trade issues, connect them meaningfully with behavioral issues.

2. Integrating Themes.
Choose a contemporary theme that links a comparison/contrast of cultural aspects of two nations.
For example, looking at the first theme immediately below, early in 2004 it was predicted that
outsourcing of computer-related customer support would triple from 2004-2014. Siemens
announced in 2004 that it would move most of its 15,000 software programming jobs from
Western Europe and the USA to India, China and Eastern Europe. In 2004 a family in India could
live an upper-middle class life style on $900 a month (1/6th of what it would cost in the USA to
hire a person with similar skills). Thus, for example, a team could study and report on Germany
and India, suggested in a., immediately below.

Sample themes:
a. “Outsourcing customer support or software development to India, Ireland, etc.
   For a. or b., include a nation (but not the U.S.A) doing the outsourcing and a nation receiving
   the outsourced work (e.g., Germany and India).
b. “Outsourcing of Manufacturing” to China or Guatemala, etc.
d. “OPEC and Islam.” Study and report on any two nations that belong to the Organization of
   Petroleum Exporting Countries. Include one Muslim nation and one Latin American nation.
e. “The Battle for High-tech Supremacy.” Finland (Nokia). South Korea (Samsung). Germany
(Siemens). Japan (Sony.)
   Germany (BMW).
When possible, the nations you select should be in different continents.

3. Business Traveler Orientation. In a two-page orientation document for each of the two nations, orient business travelers who will do business with the nations you have studied. Help them to: (1) grasp the essence of the culture involved; (2) utilize practical pointers on how to behave when traveling in and doing business in that country. Distribute a copy to each class member on the last night of class. (This is in addition to the team project itself that you submit only to the professor).

4. Team Field Trip. Include at least one team field trip related to one of the countries you are researching. Suggestions: foreign consulate, a foreign students' association, U.S. office of a foreign company, ethnic neighborhood (e.g., Koreatown in L.A.), ethnic or national festival, relevant trade association, ethnic restaurant (but only if you can interview foreign-born employees), view and discuss a film from that nation, etc.

5. Specific organizations. To the extent that you refer to specific organizations within the countries you are studying (e.g., Nokia in Finland, Siemens in Germany, Volvo in Sweden, etc.), analyze such features as:
   - History of the organizations.
   - Founders.
   - Communication.
   - Impact of national norms and history.
   - Leadership.
   - Standings in the industry.
   - Motivation.
   - Ethics/Integrity.
   - Handling organizational change.
   - Turnover.
   - Emotional intelligence.
   - Conflict management.
   - “Boundarylessness.”
   - Labor/Management issues.
   - Structure/design of each organization.
   - Morale.
   - Corporate cultures (see subheadings in our readings).
   - Company politics.
   - Creativity/Innovation.
   - Diversity/Ethnic or gender issues.
   - Entrepreneurship/Intra-preneurship.
   - Power and Politics.
   - Investment in R & D.
   - Global consciousness.
   - Productivity.
   - Synergy or competition within each organization.
   - Descriptions, backgrounds, activities of key leaders.
   - Etc.

6. Team dynamics. To deepen your awareness of group dynamics, take careful notes on your team’s behaviors. In your report, append a section on your team's processes. (This is not covered in the oral presentation.) Relate the topic substantively to such topics as group dynamics, power & influence, learning styles, communication, leadership, motivation, decision-making, etc.

V. GUIDELINES FOR CASE PRESENTATIONS

We will apply the principles and practices of our course as we attempt to resolve cases from class members' workplaces. Ordinarily, two students work together on a case—one who works for the company in the case (the principal presenter) and one who works elsewhere (the co-presenter).
A. The Case Itself.


2. Feasibility.
   Your case should be solvable. The following does not suggest a solvable case: "In a time of high unemployment, the sole owner of a very profitable company acts unprofessionally. He screams at employees and makes rash decisions without consulting them. How can we change the owner’s behavior?"

3. Magnitude.
   Your case should be workable in an hour and a half of class time. Untenable: "How can we cut unemployment in the U.S.A. in half during the next year." Tenable: "The branch of our bank where I work has an employee turnover rate which is 40% higher than that of comparable branches. We want to lower the turnover rate to the average rate for all our branches." Too trivial: "My assistant takes long breaks and a ninety minute lunch." Choose a case of appropriate complexity as well as sufficient depth and breadth—not petty, not too overwhelming.

   Your case should be sufficiently non-technical, so a typical group of business majors in an Organizational Behavior class can tackle it. It should not require sophisticated expertise in Engineering, R & D, science, etc. It should focus the behavioral issues involved.

5. Form of your written case. Your written case should include:
   a. General Organizational Background: The history and development of the organization.
   b. Organizational Culture: Cultural norms, motivation, major values which drive the organization, productivity, pace of the organization, formality/informality, stress level, tolerance for ambiguity, how change is viewed, trust/credibility, innovation, customer relations, mission statement, discrepancies between the mission and day-to-day realities, cooperation/synergy, rites or rituals, communication, taboos, leadership, pertinent artifacts (e.g., logo, physical plant, furniture, work spaces, etc.), flexibility, ethics, critical incidents, and other relevant data.
   c. Structure: append an organizational chart, if needed.
   d. Description of principal individuals involved. Include such topics as: skills, education, personalities, motivational dynamics, backgrounds, experience, leadership styles, interactions, connections, etc. Include behavioral examples, such as slices of dialogue, physical descriptions (gestures, tone of voice, etc.). Pseudonyms are ordinarily employed.
   e. The Problem Itself. What is it that you want the class to resolve? Give pertinent details. Describe the situation as you would to a consultant who has come to facilitate solving it.
   f. Goals. What objectives do you wish to see accomplished? What is your vision of a desirable
situation, or perhaps an ideal one?

**g. A few discussion questions.** The questions should point toward problem resolution. Emphasize open-ended questions. Single-correct answer questions (e.g., yes/no questions) limit creative problem-solving. For example, "What should the manager do with this employee?" allows for more meaningful discussion than "Should the manager fire this employee?" There may be several options.

6. **Confidentiality.** Enrolling in this class includes a commitment to not discuss course cases outside of class. You may collect your case after the presentation, if you wish.

7. **Source.** Only one case will be presented from any given company.

**B. Presentation of the Case.** The typical flow looks something like this:
Using a PowerPoint presentation, the principal presenter explains the history and background of the organization.
The co-presenter describes the organizational culture and the results of interviews and/or a survey.
The principal presenter describes the problem.
Both presenters are available for a question and answer session, preceding the case resolution.
The principal presenter tends to answer most of the questions, but the co-presenter may be involved, especially when he or she has information about the organization’s culture based on observations gathered while visiting the company, interviewing employees, etc.
The co-presenter takes the lead in facilitating the class deliberation or resolution of the case.
See below, J. Co-Presenter's Role.
Also, see below, I. Resolution: Some Suggested Modes,

**C. Feedback to the class. (Primarily by the principal presenter.)** Based on your knowledge of the situation, give feedback to the class about the feasibility of their suggestions. Leadership is as much an art as it is a science. Solutions to leadership challenges must be subjected to the test of reality. Because of the complexities involved, decision-making in management will probably never be perfect. But give your opinion as to the workability of each suggestion.

**D. Previously resolved situations.** Most cases will deal with unresolved current matters, but if your case has actually been dealt with, "hold the envelope" until the class comes up with its recommendations, which may then be compared with the actual measures employed.

**E. Updates.** Later in the course, let the class know of changes in the situation, results of using their suggestions, solutions actually employed, etc.

**F. Case distribution.** If feasible, one week before the case presentation distribute a copy of your case to each class member and to the instructor or send it by e-mail at least four days before the presentation. Privacy issues might make this difficult in some cases. Feel free to collect and shred copies of your case immediately after the presentation.

**G. Elements of an Outstanding Case.**
In-depth, pertinent description of the organization's culture.
Complete, relevant, clear development of the organization's background.
Explicit, lucid description of the issue to be resolved.
Useful, insightful data about relevant personalities.
Clear, appropriate statement of goals.
Pertinent, manageable questions to be answered.
Clear, vivid graphics supporting the case.
Useful, accurate charts, graphs, tables.
Well-organized and coherent, with integrating headings.
Thorough development of all criteria.
Absorbing, vigorous case.
Correct mechanics, grammar, etc.
Paginated, stapled, no binders.

**H. Possibilities for Enriching Your Case Presentation and Resolution.**
1. Bring in actual product. Demo if possible. Or bring visuals or brochures on organization's product(s) or service(s).
2. Circulate organizational literature.
3. Include a guest (co-worker, manager, customer, etc.) who amplifies or supports part of your presentation.
4. Include a company video (or part of one, if it's too long). But avoid overly-technical materials.
5. Tape an interview, and play part of the tape in class. Be sure you have permission from any person(s) recorded.
6. Bring in organizational artifacts, or photos, or models, or other representations of artifacts.
7. Simulate the actual atmosphere/environment of the organization. For example, chair a staff meeting in which you imitate the leader while the students in the class pretend they are the participants. Coach them on how they are to behave. Then you behave as the leader actually behaves "back at the plant."
8. Project a company web site on the LCD.

**I. Resolution: Some Suggested Modes.**
1. **Individual role plays.** Coach participants beforehand. Or you and your co-presenter do the role play. Imitate tones of voice, gestures, postures, choice of words, etc.
2. **Small group discussions.** Small group could tackle the same questions or different questions.
3. **Arrange groups according to such dynamics as Learning Styles, SDI, Myers-Briggs, etc.**
   - **Option a:** Balance the group. **Option b:** Have all of one or two styles in each group.
4. **Simulate group negotiations.** Assigned groups meet separately, deliberate, and then "face off" for a negotiation. (e.g., management---subordinates; customer---supplier; Department Q---Department Z; R & D---Marketing; Production---Engineering---Customer Service, etc.).
5. **Create an original way to dramatize the situation.**
6. **Panel discussion.**
7. **Appoint “Consulting Teams” who propose how they would go about improving the situation.**

**J. Co-Presenter's Role.**
You will assist the Case Presenter in the preparation and presentation of an O. B. Case. You are NOT responsible to solve the case; in fact, you are to avoid any attempt on your part to solve the case. You are a co-presenter/co-facilitator to: coach the co-presenter; write and present at least the organizational culture description; co-facilitate the class resolution of the case.
► Meet with the presenter at least twice before the case presentation. Actively listen to the situation/problem. Visit the organization.
Based on what you learn in the first interview, design an "Organizational Culture Survey" to assist the case presenter in describing the culture of the organization. When possible, administer the survey to actual people involved in the case or to people who observe those involved in the case; or administer it to the presenter (recognizing that we will have only the presenter's view of the culture). Turn in the completed survey to the instructor on the night the case is presented.

When possible, interview people involved in the case.

Based on findings in the survey, write up the "Organizational Culture" part of the case. Put key aspects of the culture on overhead transparencies or PowerPoint for your presentation to the class. You will present the Organizational Culture aspects of the case.

Assist the presenter and the class in regard to:
   a. Distinguishing between "facts" and "perceptions."
   b. Distinguishing between symptoms and underlying problems.

Facilitate a discussion/ resolution of the case. The class will probably have a dozen questions to be addressed before going into the resolution phase. It will be easier for the primary presenter if you observe the order of questions, indicate who should go next, etc. The primary presenter will answer most of the questions, but you may jump in when relevant.

During the Q. & A. phase of the case presentation, postpone solutions (or comments or questions which are solution-oriented). Encourage the class to focus on fact-finding, on analyzing the case for perceptions, underlying issues, the actual nature of the core problem. Avoid the tendency to rush to the "first-apparent solution" or the "we had that problem and here's how we solved it" syndrome.

Design and implement a discussion-solution format. (See sections H & I above.)

Copy class recommendations.

VI. TOPICAL OR BOOK PRESENTATION

(Option for those who do not present a case, though we will maintain at least 50% cases.)

A. Choice of a Topic. You and a classmate report on a relevant business topic or book. Get approval of your selection from the instructor. Avoid topics that duplicate team projects.

Suggestions:
   "Managing across Generations (including Generation X and Generation Y")
   "Current Ethical Crises in Business."
   "Managing Information Professionals versus Production Line Workers."
   "Enhancing Creativity and Producing Innovation in Today’s Fast-Changing Markets."
   "Leadership that Empowers."
   "Values and Spirituality in the Workplace."
   "Managing Stress."

B. Elements of Your Report and Presentation.
   1. A summary, analysis and synthesis of the key ideas you find in books, articles, websites, etc.
   2. A critique/evaluation of the sources. Your own original interpretations.
   3. An opportunity for students to discuss the ideas you present.
4. Suggestions for applying the ideas of your presentation.
5. An experiential/interactive exercise in which your classmates have an opportunity to evaluate, experience and apply the ideas of your presentation. (See VI, I, above)
6. There should be an equal division of labor between the two authors/presenters. When appropriate, indicate who wrote which pages in your report.

C. Summary of your Presentation/Facilitation.
When appropriate, summarize class reactions/responses/applications to an activity you facilitate (see B, 5  above).

VII. APPLICATION REPORTS.

These three written assignments are called “Application Reports” because they require that you apply course concepts to yourself, your career, your life, your organization.

A. General Orientation for the three reports.
1. With a keen grasp and logical analysis of theoretical content, emphasize applications of ideas. Assume the reader understands the basics; don't explain the theories in a running commentary format, but analyze and apply them insightfully, reporting on how you apply ideas.
2. Analyze/explore/apply behaviors, attitudes, results, values, interactions, personal interpretations, etc. Include specific details (Who? What? When? Where? How?).
3. If you are uncertain about various topics, explore your puzzlement, experiences, etc.
4. Take stock of all relationships in your career (customers, boss, subordinates, peers, etc.).
5. Consider critical incidents in your career and development: getting your first job, job moves, promotions, new assignments, new boss, crises, etc.
6. Study and fulfill evaluation criteria (Section E, below), including the use of headings, as you coherently/systematically organize your reports around significant themes or motifs.
7. You can't cover all topics below: choose the most pertinent ones; integrate them meaningfully.
8. When relevant, analyze/apply ideas from any of our course textbooks or other materials, but application reports are not formal research projects.
9. Weave in pertinent aspects from the Emotional Intelligence readings.
10. Offer evidence or support consistently (performance evaluations, specific instances, logic, observations, results of your behaviors, data from course instruments, insight, intuition, etc.).
11. Minimum of five pages, 1,500 words (about 300 words per page).
   Maximum: about ten pages or 3,000 words.
12. Include a word count (in MS Word, as you probably know, click on Tools, Word Count).
13. If you use a title page, do not count or number it.

B. First Report: “Who Am I?” Learning Style; Meyers-Briggs; SDI; Emotional Intelligence, etc.
Connect early influences in your life with your LSI (Learning Style Inventory) and/or SDI (Strength Deployment Inventory) and/or MBTI (Meyers-Briggs Type).
How do you go about perceiving/mastering, in terms of LSI & MBTI?
How do tendencies on these instruments impact your life, career, relationships, creativity, etc.?
What have been your most significant learning experiences?
How have your styles helped or hindered you?
What key choices/decisions have impacted your life? How?
How do your LSI, SDI, MBTI tendencies affect your decision-making methods and results?
In terms of your LSI, SDI and MBTI scores, how do you create synergy with others?
When and how do your styles clash or harmonize with others' styles? How do you handle that?
What paradigms accompany your styles? Implications? Interpret successes/failures through the lens of such paradigms.
What is your organization's Learning Style & MBTI? How do you fit in?
Have you ever neglected part of the learning cycle? Results?
How do your LSI, SDI, and MBTI styles relate to your actual work demands?
Do you adapt your styles? When? Why? How? With whom?
Do you detect any correlations or paradoxes among/between your LSI, MBTI, and SDI?
Discuss relevant ideas/applications based on Emotional Intelligence as they relate to the data in these three instruments and to your career and life dynamics.
Feel free to involve other instrumental data that relate to the issues above. (perhaps you have completed pencil-and-paper instruments at work in management development seminars).

**C. Second Report: “My Strategy for Becoming a More Effective Leader”**

**Motivation/Organizational Culture/Communication, etc.**

Develop, describe, analyze and apply your strategy to become a more effective leader.

What data from performance reviews suggest areas for growth for you?
Trace the origins and impact of your motivational patterns, leadership styles, etc..
Discuss Need for Power/Ach./Affil. in your life and work.
Analyze shifts, dynamics, applications of Maslow factors to your life and career.
Review your Satisfiers/Dissatisfiers at work, and apply other features of Herzberg's ideas.
How, when, why do you experience Equity/Inequity? Then what?
How have your motivational dynamics influenced your successes/failures?
Discuss your motivations as career assets or liabilities? How do they influence your career?
In terms of your motivational drives, how did you get to where you are today?
How will your motivational dynamics influence your career aspirations for the future?
How does Expectancy Theory parallel trends or dynamics in your career?
How do aspects of Emotional Intelligence apply?
How do your motivational patterns fit or not fit into your organization's culture (mission, values, innovation, leadership, etc.) and/or the expectations of your boss?
Has our Communication Workshop influenced your behavior, your relationships, your work?
What communication barriers and strengths do you perceive in yourself and others?
Analyze some communication interactions you have had with others; comment on listening skills, selective perception, etc.


Which of the barriers to communication we studied present a special challenge for you? How?

Analyze a particular interview, staff meeting, performance review, conversation, etc., in relation to what we have studied about communication.

If you could “do it all over again,” is there a communication situation you would do differently?

Relate Emotional Intelligence to your communication experiences.


D. Third report: Group Dynamics, Leadership, Teamwork, Synergy.

Analyze the group dynamics of a group you work with at your place of employment (department, project team, etc.). If this is not possible, analyze the team you worked with this trimester in our class. Option: You may compare/contrast the dynamics of two groups (e.g., your work group and your team project team, or two different work groups). All of the terms used below are in your assigned readings.

How do you perceive your own role(s) on the team?

To what extent has the forming, storming, norming, performing model applied?

Has the “Punctuated Equilibrium Model” pertained?

How have group structure and leadership evolved?

To what extent has the structure been effective or ineffective? Why? The leadership? Why?

Describe any norms that evolved? Were they successful? Did they shift?

How effective have group meetings been? Why?

How would you describe and evaluate decision-making in the group?

What features of our Emotional Intelligence readings and discussions pertain? How?

Review the Task Behaviors/Maintenance Behaviors/Self-oriented Behaviors in our readings. How do those three categories of behaviors apply?


How have communication skills influenced the group and the outcomes?

Have you thought about any missed opportunities, situations where you could have made a difference but held back? When? Why? Who?

Compare/contrast the dynamics of your group with other groups you have worked with.

Where do you see the team on the Performance norms/Cohesiveness grid?

Has Groupthink occurred? When? How?

What group decision-making style(s) are used in your group? How?

In terms of the key roles played by team members, how did you fit in? Others? Implications?

How were conflicts handled?

What kind of communication patterns and listening skills pertain?
Develop any additional aspects of group dynamics that you consider pertinent, essential.

VIII. CRITERIA APPLIED IN GRADING WRITTEN WORK

MOST IMPORTANT CRITERIA (60 points)
DEPTH. Analyze with astute insight, comprehension and intelligence.
SUBSTANCE. Give significant information. Validate, authenticate consistently
THOROUGHNESS & PROPORTION. Develop a balanced, comprehensive report.
PRECISION. Be exact; include specific examples and details.

SECONDARY CRITERIA (20 points)
PERTINENCE. Preserve relevance throughout.
COHERENCE. Maintain connectedness, cohesion. Use of headings and sub-headings.

FORMAT, CORRECTNESS, ETC. (20 points)
Demonstrate a clear, easy-to-follow style of writing.
Introduce and conclude your reports meaningfully.
Express ideas in a vigorous, absorbing way.
Be concise. Get to the point directly.
Write with accurate grammar and spelling.
Number the pages, but don't count the title page (if you use one).
Provide one-inch margins all around.
Double space (about 22-25 lines per page).
Staple your reports. (No binders—a waste of money, and they harm the environment.)
Do not count the title page (i.e., begin pagination on the first sheet that has actual content).
At the end, include a word count.

Obviously, you want to avoid:
> Superficial development of ideas.  > Neglecting course content.
> Leaving out essential aspects.  > Over-developing merely one or two topics.
> Wandering from the topic. Rambling.  > Bland, uninspired writing
> Loose statements, with no substantiation.  > Pages un-numbered or other errors in format.
    ➢ Random structure; lack of integration.

IX COURSE GRADE

A. Bases for Grading.
The three Application Reports and Team Project each count for 25% of your final grade.
Competent work is required in all class activities, and you can lose points from your final grade
for poor work presented in class, but class activities will not be formally graded. If your grade is on the borderline, your grade can be adjusted upwards, based on superior class participation.
The assumption is that you are a dedicated student and a working professional who will make each class session a worthwhile experience by your competent contributions.
With regard to your case (or book presentation) for instance, this arrangement will allow you to produce and deliver a professional presentation without feeling that you are being graded on your voice, gestures, rate, inflections, eye contact, etc. The emphasis will be on acknowledging your skills and also coaching you to make progress in areas where you could be more competent.

B. Participation. Contribute to effective group process. Ask apt questions. Offer insightful comments. Give useful suggestions and helpful information. Sheer volume of participation is not what is meant; quality counts more than quantity, though active spoken participation is vital and is expected at every class session. Be aware of your Task and Maintenance contributions (see Osland, Kolb & Rubin text, pp. 196-197).

Peer evaluations will count toward your Team Project grade (see the Peer Evaluation form). Poor listening skills (side conversations serve as one example of this) can result in a reduction of course grade. Give each presenter the attention and respect you want to receive when you present. Full participation of all students is expected. Points can be deducted from your course grade if you do not participate adequately.

C. Absence/Lateness. Absences may result in a lowered course grade, depending upon the number of absences and the quality of make-up work. Discuss every absence with the instructor. Turn in a summary, analysis and application of the key ideas in the handouts and assigned readings for the missed session(s) as well as a description of the experiential work missed (derived from interviewing two or three students who were present). If it is available (ask the instructor), attend another class as a make-up session (if you do this, there is no grade reduction and no make-up work.)

If you need to leave class early on any given night, discuss this in advance with the professor. Excessive lateness will result in a lowered grade, depending on the frequency and extent of lateness. If you expect to be late most nights of class, please withdraw from the course before it starts. This caution is based on comments from a few students who came late to the first night of class and stated that they would tend to be late for most class sessions.

D. Cheating. Plagiarism can result in an F in this course and expulsion from the university. Accurately and fully document all quotations or paraphrases.

E. Grading Norms. About 2% of students enrolled in our evening MBA program maintain a GPA of 3.9 or better. The mean grade recently was 3.52, B+ (3.3 or above = B+ and 3.7 or above = A-). At a typical graduation, out of 250 graduates, two will have a GPA of 3.97, one will have a 4.0. Occasionally we have two with a 4.0, but sometimes we have none. The likelihood that you will earn all A’s is less than one percent.

Grading for this course (no automatic rounding; i.e., 90.99=B+). But see IX, A, above.

95-100=A  91-94=A-  87-90=B+  84-86=B  81-83=B-
77-80=C+  74-76=C  70-73=C-  66-69=D+  63-65=D  60-62=D-  Below 60=F
X. CLASSROOM GUIDELINES 2004
INCLUDING COURTESY/ETHICS/LEGAL ISSUES, ETC.

► CONDUCT. All universities have rules. As a university with a distinctive religious heritage, Pepperdine has its own codes. For example, teams presenting projects on certain foreign nations have asked me if they may serve an alcoholic beverage from that country during the team’s presentation. The answer is "No." At any rate, please see the appropriate section in the current Graziadio School catalog for a statement on rules regarding conduct.

► TACT WHEN DISAGREEING. When you disagree with the texts, or with the instructor or with fellow students, do so with an open mind. As you know, expressions such as "I totally disagree with you" tend to put others on the defensive.

► SEATING. It's amazing how attached students become to a particular seat, even after sitting there only once! Switching locations and neighbors challenges us to deal with change, so we will do so occasionally.

► LISTENING. Track other people's presentations and respond pertinently. Avoid side conversations when someone is presenting; share your ideas with the entire class. Give the presenter the attentiveness you desire when you are presenting.

► PROFESSOR'S NAME. A Dean dubbed me "Doctor Ed" It stuck; most students call me Professor Ed or Dr. Ed. Students from formal backgrounds may prefer to call me Professor Rockey or Doctor Rockey. If informality/casualness is your style, call me Ed.

► EARLY DEPARTURE. If you anticipate having to leave before the end of a class session, please notify the instructor before class or during a break. Get copies of handouts, etc.

► LATENESS. Emergencies at work, SigAlerts, etc. may cause occasional lateness. But chronic lateness is unacceptable and will result in a lowered grade for the course. Please withdraw from the class if you anticipate being late consistently.

► BEEPERS, PHONES LAPTOPS. Please, no paging or cell phones during class or in the Communication Workshop. If you require an exception, such as for an anticipated emergency, please discuss it with the professor beforehand. Please do not use your computer during class.

XI Conduct (Required insert in all syllabi)

"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.” GSBM Catalog.

**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 equal opportunity officer (310) 456-4208. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of the catalog.)” GSBM Catalog.
XII  Trimester Calendar Outline.
For details on assignments, see the twelve-page Schedule that will be distributed at our first class session.

<table>
<thead>
<tr>
<th>DATES</th>
<th>First class (required), August 13</th>
<th>Last class, December 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning styles, learning cycle and the learning organization. Orientation to data bases. Defining “Emotional Intelligence.” MBTI</td>
<td></td>
</tr>
<tr>
<td>9/17-19</td>
<td>Workshop, Clocktower Inn, Ventura</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational Culture. Turn in survey. Organizational design. Student presentations begin. Orientation to computer lab/eRooms. Strength Deployment Inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross-cultural issues. Diversity. Discussion of team projects. Interactive on-line assignment #1 due.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivation I  Needs theories.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivation II  Process Theories.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group Dynamics, Work Teams. Team project up-date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empowerment and Coaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Power and Influence, “Colossal Behemoth”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativity and Innovation.</td>
<td></td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Final Team Project Presentations. Sayonara.</td>
<td></td>
</tr>
</tbody>
</table>