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: Please be sure to buy a new copy of the Osland, Kolb & Rubin text. A used copy of this text will not suffice.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course description:</td>
<td>Cover</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>I.  Rationale for Our Human Behavior Course</td>
<td>3</td>
</tr>
<tr>
<td>II. Contents and Goals</td>
<td>3</td>
</tr>
<tr>
<td>A. Major Topics and Goals</td>
<td>3</td>
</tr>
<tr>
<td>B. Outcomes to Manifest</td>
<td>4</td>
</tr>
<tr>
<td>III. The Methods of Learning</td>
<td>5</td>
</tr>
<tr>
<td>IV. Course Requirements and Evaluation</td>
<td>5 - 6</td>
</tr>
<tr>
<td>V.  Team Projects 1 and 2.</td>
<td>6-7</td>
</tr>
<tr>
<td>VI. Case Presentation</td>
<td>8-12</td>
</tr>
<tr>
<td>VII. Topic Presentation (in lieu of a Case)</td>
<td>12-13</td>
</tr>
<tr>
<td>VIII. Application Reports</td>
<td>13-16</td>
</tr>
<tr>
<td>IX. Courtesy, Legal Issues, etc.</td>
<td>16-17</td>
</tr>
<tr>
<td>X.  University Policy on Conduct and Disabilities</td>
<td>17-18</td>
</tr>
<tr>
<td>X.  Class Calendar. (See fourteen page Schedule for details on assignments)</td>
<td>19</td>
</tr>
<tr>
<td>Other materials added during the first two weeks of class: Schedule of assignments (14 pages)</td>
<td></td>
</tr>
<tr>
<td>Student Data Sheet.</td>
<td></td>
</tr>
<tr>
<td>Communication Workshop Orientation.</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Learning.</td>
<td></td>
</tr>
<tr>
<td>Fifteen Course Activities</td>
<td></td>
</tr>
<tr>
<td>Survey of your Organization’s Culture.</td>
<td></td>
</tr>
<tr>
<td>Every week, additional materials will be distributed later in the trimester (e.g., worksheets, inventories, experiential guidelines, case studies, book outlines, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**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 fail to succeed as executives, it’s usually 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.

6. Communication. Understand and improve the communication process interpersonally and

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. Globalization/International Business. 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.

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, beyond “What has the student learned?”… a vital question to be answered is “Who has the student become?” (adapted from James Monroe)

III. THE 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 the Personal 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.

IV. COURSE REQUIREMENTS AND EVALUATION
How can we 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, I have developed the following grading policies and practices:

A. Bases for Grading. (One hundred points each)
   1. Three Application Reports.                        2. Three Exams.
   3. Case Study or Topic Presentation.             4. Two Team Projects.     5. Class participation.

B. Participation. Contribute to effective group process, offer insightful comments and 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 OKR text, pp. 196-197).

Peer evaluations will count toward your Team Project grade.
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. You will be notified in writing if your participation is inadequate.

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). Because of the importance of in-class work, and assuming that all absences are made up according to the requirements stated above: a second absence results in a reduction of 25 points from the final course grade; a third absence results in the deduction of an additional 30 points (total of 55) from the final course grade. A student anticipating a fourth absence should withdraw from the course as soon as possible. (There can be compassionate exceptions to the absence policy.) If it is available, attend another class as a make-up session (if you do this, there is no grade reduction and no make-up work.) This option is available in the Fall of 2003 (see Make-Up Schedule). 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 every night of class, please withdraw from the course.

D. Cheating. Plagiarism may result in an F in this course and expulsion from the university.

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 (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 and letter equivalents for this course (No rounding; i.e., 900.99=B+; 901-949.99=A-).
950-1000=A  870-900=B+  801-839=B-  740-769=C  660-699=D+  600-630=D-
901-949=A-  840-869B  770-800=C+  700-739=C-  631-659=D  Below 600=F

F. “Extra Credit.” Students earning below a B may request permission to submit work for possible “extra credit.”

V. TEAM PROJECTS

A. CONTRASTING TWO CORPORATIONS AND THEIR LEADERSHIP (First team project).
1. Some key goals
   a. Enhance knowledge about two “major players” in today’s dynamic business environment.
   b. Learn more about which leadership skills/styles have been successful or unsuccessful.
   c. Enrich our knowledge of organization cultures, organizational design, communication, power and influence, group dynamics, innovation, motivation and other Behavioral topics.
2. Assignment.
Select two major organizations in the same “field”, and report on such aspects as:
History of the organizations. Structure/design of each organization.
Founders. Morale.
Communication. Corporate cultures (see subheadings in our readings).
Leadership. Creativity/Innovation.
Standings in the industry. Diversity/Ethnic or gender issues.
Ethics/Integrity. Power and Politics.
Handling organizational change. Investment in R & D.
Turnover. Global consciousness.
Are they “Learning organizations”? Emotional intelligence.
Productivity. Conflict management.
“Boundarylessness.” Synergy or competition within each organization.
Labor/Management issues. Descriptions, backgrounds, activities of key leaders.
Company politics Etc.

3. Focus. In other 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 listed in the two columns immediately above (e.g., don’t write lengthy technical descriptions of products, to the neglect of the kind of cultural norms, structure and leadership that produced such products). Though you will include non-behavioral information, be sure to feature our course topics. Also, contrast behavioral aspects of the two organizations.

4. Choice of company. Obviously, you will find adequate resources to report on such organizations as Nokia & Motorola, GM & Toyota, Intel & Samsung, Costco & Wal-Mart, Exxon & Royal Dutch Shell, Dell & HP, AOL & United Online, Southwest Airlines & United Airlines (or any two major airlines, auto manufacturers, etc.); however, the two companies you choose don’t have to be “sibling rivals” in the identical field, but they should be at least be related (for example, any two high-tech computer-related companies, such as Microsoft & Cisco, etc.).
Suggestion: Scan compendiums such as “Best Companies to Work For,” “Fortune 500,” recent issues of Business Week, Forbes, Wall Street Journal, etc, to assist you in choosing the companies you will report on.

5. Guidelines. Submit a thirty to fifty page report. Follow the same Guidelines outlined in B, 3, below. Give a presentation in which every team member speaks (see schedule for this).

6. Team dynamics. To assist you in writing your third Application Report, take careful notes on your team’s dynamics (before your team’s first meeting, read the assignment for Application Report III).
Teams for the first project will be formed by student choice.

7. Structure. The two-column list above suggests topics to consider. The actual structure of your paper should reflect the distinctive organizations you focus on and your own original analysis and synthesis of the materials you study. Pertinent comparisons and contrasts may suggest structure.

B. HUMAN BEHAVIOR IN INTERNATIONAL BUSINESS (Second team project).
1. Some key goals.
   a. Acquire and share knowledge and skills that enhance success in international/global business.
b. Comprehend global trends.
c. Appreciate other cultures.
d. Perceive the USA in a cross-cultural context.
e. Assist individuals and organizations to master behavioral aspects of international business.

2. Task and Content  
Apply behavioral aspects of international business activity for any major nation, such as Brazil, China, France, Germany, India, Italy, Japan, Mexico, Russia, etc. Write a report that orients managers to behavioral aspects of doing business in that country. Since you are in "Human Behavior in Organizations," focus primarily on such behavioral topics as: mores, folkways, customs, attitudes toward change, religions, values, ethics, taboos, rituals and rites, family life, ethnic groups, subcultures, women in society, education, treatment of minorities, communication patterns, leadership styles, organizational cultures, motivational dynamics, etc. Cover only those historical, political, economic, geographic, demographic, linguistic, immigration and trade, etc., issues that pertain to behavioral aspects, and make those connections clear. Analyze, synthesize and organize information thoughtfully. Go beyond a mere compilation of statistical data (see Guidelines, immediately below).

3. Guidelines  
Analyze in depth. Relate to relevant theories, our course content and state-of-the-art business history and practices on the topics assigned.
Length: thirty to fifty 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, an Introduction and a Bibliography.

4. Business Traveler Orientation  
In a two-page orientation document orient business travelers who will do business with the nation 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.

5. Team Field Trip  
Include at least one team field trip. Suggestions: foreign consulate, a foreign students' association U.S. office of a foreign company, ethnic neighborhood, ethnic or national festival, relevant trade association, ethnic restaurant (but only if you can interview foreign-born employees).

6. Team Issues  
In the written report, conclude with a discussion of group dynamics issues involved in your team's processes. (This is not covered in the oral presentation.) Relate the topic substantively to group dynamics, communication, leadership, motivation, decision-making, etc. Teams will be formed by random assignment.

7. Presentation  
On the last night of class, present your report to the class, with every team member presenting.

VI. 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. This does not suggest a solvable case: "In a time of high unemployment, the sole owner of a highly 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 for an MBA class in a one-hour period. **Untenable:** "I work in the Department of Labor, and we want to 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 that 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 (usually seven to nine pages, in addition to organizational charts or other appendices) should include:
   a. General Organizational Background: The history and development of the organization. Its standing in the industry. Strategy & profitability.
   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. (This section of your case should be at least two pages in length.)
   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.** 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.

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.

**VII. TOPICAL PRESENTATION**

(Option for those who do not present a case.)

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

- "Managing Baby Busters, Generation X and Generation Y"
- "Current Ethical Crises in Business."
- "Managing Information Professionals versus Production Line Workers."
- "Leadership that Empowers."
- "Values and Spirituality in the Workplace."

**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 immediately above).

**D. Grading.**
See the criteria for Application Reports, below (VIII, E). Usual length: twelve to twenty pages.

---

**VIII. APPLICATION REPORTS.**
These three written assignments are called “Application Reports” because they require that you relate course concepts to yourself, your career, your life, your organization, and your teams.

**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 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. Carefully study and fulfill the evaluation criteria (Section E, below).
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 these 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.).
12. Include a word count (as you probably know, in MS Word, 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?
How do your LSI, SDI, MBTI tendencies affect your decision-making methods/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.

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 motivatinal 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 and 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.

Compare/Contrast the group dynamics of the two teams you worked with this trimester.
How do you perceive your own role(s) on both teams?
To what extent did the forming, storming, norming, performing model apply?
Did the “Punctuated Equilibrium Model” pertain to your team?
How did group structure and leadership evolve?
To what extent were the structure and leadership effective or ineffective? Why?
Describe any norms that evolved? Were they successful? Did they shift?
What aspects of Power and Influence pertain?
What feature of our Emotional Intelligence readings and discussions pertain? How?
Review the Task Behaviors/Maintenance Behaviors/Self-oriented Behaviors readings.
How do those three categories of behaviors pertain to the two teams?
Was there a productive balance of Friendly Helpers, Tough Battlers and Logical Thinkers on each team? Who? What? When? How?
How did communication skills influence the teams?
Where do you see the teams on the Performance norms/Cohesiveness grid?
Did Groupthink occur? When? How?
Did group decision-making styles differ between the groups? How?
Scan the “Team Effectiveness Model” (in Robbins). Evaluate each group in this context.
Scan the “Key Roles of Teams” model. How did you fit in? Others? Implications?
Which group did you prefer? Why?
This report is due on the last night of class.

E. Criteria Used in Grading Application Reports (Criteria apply to all written assignments)

MOST IMPORTANT CRITERIA (60 points)

DEPTH. Analyze with astute insight, comprehension and intelligence.
SUBSTANCE. Give significant information.
THOROUGHNESS. Develop comprehensively.
PROPORTION. Achieve appropriate balance.
PERTINENCE. Preserve relevance throughout.
EVIDENCE. Validate, authenticate consistently.

SECONDARY CRITERIA (20 points)

PRECISION. Be exact; include specific examples and details.
COHERENCE. Maintain connectedness, cohesion.

FORMAT, CORRECTNESS, ETC. (20 points)

- Demonstrate a clear, easy-to-follow style of writing.
- Include an Introduction and a Conclusion (or at least introduce and conclude your reports).
- Express ideas in a vigorous, absorbing way.
- Be concise. Get to the point directly.
- Write with accurate grammar and spelling.
- Use headings for each section. Use sub-headings, if needed.
  (The headings should contribute to cohesion/coherence.)
- 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. They waste money, time, space and 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. CLASSROOM GUIDELINES 2003

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. Chronic lateness is unacceptable and may 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.

**POLICY ON DISABILITIES.** See the GSBM catalog and the Appendix to this syllabus.

---

**Conduct (Required insert in 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, pgs. 207-208.

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 equal opportunity officer, Dr. Calvin H. Bowers, (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 this catalog.)” GSBM Catalog, pg. 31.
<table>
<thead>
<tr>
<th>DATE</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Organizational Culture. Turn in survey. Organizational design. MBTI Student presentations begin. Orientation to computer lab.</td>
</tr>
<tr>
<td>12-14</td>
<td>Communication Workshop</td>
</tr>
<tr>
<td>18</td>
<td>Motivation I Needs theories. Strength Deployment Inventory.</td>
</tr>
<tr>
<td>25</td>
<td>Motivation II Process Theories. Application Report I</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Communication I</td>
</tr>
<tr>
<td>9</td>
<td>Exam 1: Learning styles, Organizational Culture, Motivation I</td>
</tr>
<tr>
<td>16</td>
<td>Team Project 1 Presentations Form teams for second team project.</td>
</tr>
<tr>
<td>23</td>
<td>Cross-cultural issues. Diversity. Interactive on-line assignment #1 due.</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Group Dynamics, Work Teams. Application Report II</td>
</tr>
<tr>
<td>13</td>
<td>Empowerment and Coaching Interactive on-line assignment #2 due.</td>
</tr>
<tr>
<td>20</td>
<td>Power and Influence “Colossal Behemoth” Exam 3 Cumulative.</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Final Team Project Presentations. Application Report III</td>
</tr>
</tbody>
</table>