Wayne L. Strom, Ph.D.

MBFE 651.64

Behavior in Organizations

Fall, 2004

Thursdays

6:00 – 10:00 P.M.

Ventura County Center

Westlake, California

SYLLABUS

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HUMAN BEHAVIOR IN ORGANIZATIONS

MBFE 651.64

Fall 2004

Day/Class time: Thursdays, 6:00 P.M.
Location: Ventura County Center, Pepperdine University

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Introduction

I formed my orientation to graduate education in business as an MBA student at UCLA. I was thirty-five at the time. My Professors did many things right. But they also did things in a way that I thought did not give me full value for my time and money. While finishing my Ph.D. at UCLA, I was asked to become the Director of what was then (1970) the brand new Pepperdine MBA program. Fortunately for me, the other three new hires to the graduate faculty felt about the same as I did. We were agreed that:

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

My approach to teaching is pragmatic and heavily influenced by over 30 years of working as a management consultant in about 100 corporations. Clients have included such firms as ABC-Capital Cities, Baxter International, CB Richard Ellis, Citi-bank/Citicorp, Disney, Edison International, Harmon Kardon/JBL, Hughes Aircraft, Glaxo/SmithKline, Toshiba, and Yamaha. I have consulted in Europe, Asia and the United States. My work also includes a wide range of pro bono engagements with not-for-profit organizations. The most interesting consulting project recently has been work with a Native American Indian Tribe. From the Tribe, the “presenting question” was: “Can you assist us to position ourselves so that eventually we will have the choice of whether or not we choose to stay in the gaming industry?”

While I do not consider myself to be jaded, I doubt if there are many organizational/managerial issues or problems I have not seen. My approach to education is also influenced by my understanding of how executives think. Over the span of my career, I have conducted over 4,000 individual executive interviews.
On the personal level, I am in the 24th year of my second marriage. My 41-year-old son and his wife made me a grandfather four years ago. I ride a hot-rod Harley FXLR Custom whenever I can. My tastes in music range from Don Henley to Bach. My wife, Kathy and I live in Thousand Oaks amidst flowers and trees with Vito, our black cat and Anya, our German Shepherd.

Over the years, I have learned to expect a lot from the students in my classes. My PKE students (the other class I teach) typically read about 30 books for my class. For the evening program, I have reduced that list to under ten selected books. In addition to mastering the books sufficiently enough that you can "teach" their content, you will have papers and other assignments on a weekly basis. We will go through a personal-and-professional career development planning process using some of the best self-assessment tools available. I will teach you some stress reduction methods. Using a protocol I will provide, you will arrange to interview senior executives. You will write a life planning paper; a personal mission statement and you will create a vision of the right work/life for yourself in the future.

I am aware of holding certain opinions or biases. I will do my best to tell you in advance when I am going to verbalize a personal opinion or bias. The following few pages articulate part of my ‘world view.’ I do not expect any student to agree with my view of reality. I respect different perspectives. However, for clarity I have elected to share my perspective here.

NEW RULES OF ENGAGEMENT
A New Opportunity

In the words that follow, I must admit to a bias that I choose to state up-front. Almost all of the men and women who come to the Pepperdine Fully Employed MBA program are, or will be, in unique positions to influence the values held by literally many thousands of people. I am persuaded that we, as a nation, need to revisit and test the values that guided the men and women who risked death to establish this free land. Today, we are confronted by an array of competing and conflicting social values. I suggest that an appropriate criterion by which to assess and judge the present day array is in the historic values that guided the men and women who founded this country. We will be asking questions about values. Positive values, when commonly held and lived, simply reduce the risk of doing business.

There is historic validity in George Washington’s words when he referred to our nation’s beginning as “The Great Experiment.” To take governance out of the hands of an aristocracy and put it in the hands of common people was a great experiment. The obstacles to success for the American Revolution had to seem insurmountable to most. But the vision of liberty for all demanded the fight. A few men and women of courage and resolve lead the way and saw it through. We forget that they faced death for treason. In his first inaugural address, Washington said,
"and since the preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered, perhaps, as deeply, as finally, staked on the experiment entrusted to the hands of the American people."
The shared vision of those leaders caused them to make great sacrifice. In a letter to Catherine Macaulay Graham in 1790, he wrote: "The establishment of our new Government seemed to be the last great experiment for promoting human happiness by reasonable compact in civil Society."

At the start of this century, two sets of turning point events effectively changed the rules of engagement for us all. First were the 9-11 attacks on the World Trade Center and the Pentagon, and the plane that was brought down into a field in Pennsylvania by contemporary American heroes. (One of those who fought the terrorists on that flight was Tom Burnett, a PKE graduate.) Then there were the disclosures of fraud at Enron. Since then, the cascading dominoes of executive level scandal, fraud and deceit have eroded confidence in American business as an institution. This is true for American workers and investors. It is also true for investors from other countries.

A third reality is being accepted by the American public, and to some extent by the world at large. We have entered an era of perpetual threat of terrorist attack. Our enemy is not a single nation or group of nations. Our enemy is an amorphous collection of militant terror networks and cells. Their objectives include the disruption and possible destruction of our economy and the elimination of the freedom and liberty that we have enjoyed individually and as a nation for over 200 years. Will they succeed? If the American people lose confidence in their being able to freely move around the community or the country, the terrorists will be succeeding. To the degree that the American people are fearful or concerned about their safety and so avoid public transportation, or avoid participating in large public gatherings such as sporting events - to that degree, the terrorists are succeeding. These Americans include the rank and file employees in your firm. To a degree not widely recognized, rank and file employees look to their managers and executives to gauge what level of concern, anxiety or fear is appropriate.

The strategy of terrorism was clearly laid out in 1969, in Robert Taber’s book, The War of the Flea. The analogy is simple. A dog can cope with a few fleas in one or two locations. But if the fleas attack the dog in many locations simultaneously, the dog will become highly agitated and unless there is substantial relief, will eventually become incapacitated. Terrorist actions are intended to bring on a “climate of collapse. The guerrilla/terrorists envision a protracted war that will eventually incapacitate their enemy. And, we are their enemy. In the summer of 2004 there were news reports of multiple simultaneous terrorist bombings at different locations in Iraq. We should not be surprised if the same pattern is attempted here. Consider the different targets of the 9-11 attack. The threat of terrorist action is a legitimate business concern.

These changes in the rules of engagement mean that individually, we must become both more self-accountable and more conscious of how we each shape the reality around us. Our attitudes, thinking and behavior can significantly
influence the attitudes, thinking and behavior of our employees. The new rules of engagement call for a refining of the definition of what it means to be a business leader. Positive, confident and ethical leadership has always been important. The environmental shifts since 9-11, especially those that might be attributed to a “robber-baron” mentality of a few highly visible corporate executives, have made such leadership qualities now essential. It is reasonable to ask, can the American free-market economy move forward without such leadership?

The new rules of engagement call for a leadership style that is quietly confident, consistent, and more balanced and grounded than was thought necessary before. It is important that all managers provide models of leadership that are wise, stable and reliable with a calm confidence that arises from inner strength of character. It is such leadership that gives people security and support for trusting in the future during a time of uncertainty. To what degree can American business leaders live and do business by a common core of values? [I am not suggesting the publishing of a “Statement of Ethical Guidelines.” I am suggesting simple fairness with honesty and no deception in dealings that impact the lives of others, like those we have all read about. (Jim Collins’ research and description of “Level 5 Leadership” are relevant here. This is available as an electronic download at Amazon or in his book Good to Great.)

As an individual, you have earned the right to take-on the “new opportunity” for leadership in your company, your community and your family. The successes in your life that have brought you to this point have earned you the right to become more conscious of how your choices and your daily behaviors impact and shape the world around you, the world you share with us all. Some aspects of the present “real-world of business” and the “new rules of engagement” cause anxiety. We may want to control or change them. The truth is that the single most important opportunity we have to make a change in this new world is in ourselves. When we change ourselves, everyone around us is caused to make some adjustment.

In this first class of the Pepperdine MBA program, we will learn about implementing change in organizations. Yet the truth remains, unless we change our individual attitudes and mindsets, external efforts to bring about change will be of quite limited value. The module will begin with candid self-assessment. This will not be public unless you choose to make it so. Gandhi said, “Be the change you want to see in the world.” Saint Paul wrote, “Be transformed by renewing your mind.” The thoughts that each of us holds and nourishes eventually show up in our attitudes and our behaviors. Simply paying attention to our thoughts and attitudes may be enough to change our relationships, and through them, begin changing the world. An underlying theme for our work together will be, the development, refinement and strengthening of personal ethical leadership. You are urged to consider each assignment in our class with this underlying theme in mind.

The backbone or spine of the leader, his or her integrity, may be seen as analogous to a sword. It is the spiritual sword of leadership. We will take the traditions of the Japanese Master sword-makers as an analogy for how our characters are refined and shaped. Every spiritual tradition is concerned about developing inner strength of character. Frequently this is viewed as an inner spiritual warfare in the person. That inner warfare is the disciplined and dedicated effort on the part of the
“spiritual warrior” to shape, refine and purify his or her ethical character. This is the inner source of the values that can provide, to re-phrase what Washington wrote, a “reasonable compact” for a “civil society.”

The analytic models and theories you will study in this and other MBA classes are very important for effectively managing any organization, especially in tough economic times. But these tools are of limited value unless you as a leader have refined your inner character and become fully conscious of the values guiding your life. The world has changed. For many of the people in our organizations this remains a time of confusion and apprehension about the future. You and I as leaders have a special opportunity and that is to become sources of strength, stability and calming confidence. We are each engaged in gathering and refining the raw ore of character. We are using the currently chaotic psychosocial environment to hammer, shape, temper, and sharpen the spiritual sword of personal ethical leadership. Much can be learned from the heat of the forge and the perspiration that arises as we work with God’s anvil in our lives. Do we have the courage to proceed?

[A note on “Jihad.” Every great spiritual tradition, Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, etc., has within its literature what may be described as a focus on the refinement and development of inner strength of character. Typically this involves significant self-discipline. The word “Jihad” has become part of contemporary American vocabulary. It is important to note that within contemporary Islamic practice, there are two definitions of Jihad. One is the so called-holy war of the Islamic terrorists. The other, which is rarely mentioned, is the self-disciplined war within the self. The focus of the inner Jihad, like that of other spiritual traditions is on a refinement of one’s character. It is a thorough, honest and fully aware self-examination whereby one strengthens the roots and impulses toward good for family and the social community and deletes or constrains the roots and impulses of excessive narcissism, greed, etc.]

Wayne Strom. August 12, 2004

To help you remain current on business issues, and specifically issues of corporate fraud and ethically related issues…as in one of your assignments, I suggest that you subscribe to one of the following:

The Wall Street Journal [WSJ.com]
Electronic version alone, annual rate = $79.00
Newspaper with online version, annual rate for students = $99.00

Electronic “treeless” $8.00/month

This electronic version is free. Some think this paper has a liberal bent.

The N.Y. Times has been a good source of reports on corporate ethical compromises.

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WHAT WILL THIS CLASS BE ABOUT?

Leadership Challenges in the New Millennium
Wayne L. Strom, PhD.

Based on research into the needs and learning patterns of managers, this course is designed to enhance participants' performance in the role of corporate leader. In the weekend workshop, we will work to establish a Learning Community that will serve as a container, a context, and a catalyst for the personal and professional development of each student.

A note on the “ladder of inference:” As we go forward, please pay attention to your own thought process, as well as that of others, so that we may become more conscious of the instances when we are running up the “ladder of inference.” If this is a new concept for you, see http://www.actiondesign.com/resources/concepts/ladder_intro.htm

The primary objective of this course is to enhance the pragmatic performance of managers within their corporate settings. The course will use a variety of experiential exercises to simulate and examine organizational and leadership dynamics. Selected psychological instruments will be used as an aid to the thinking through and the writing of a Personal/Professional Development Plan. Learning Teams will provide opportunity to practice facilitation skills.

As Behavioral Science Professor for this class, my function and my objectives are in some ways different than those of my teaching colleagues in the other disciplines. My work with you includes reminding you of the importance of good study habits and time planning in maximizing your mastery of the material and for the transfer of learning. This is to help you position yourself to take maximum benefit from the entire MBA program. [Yes, I know, I wrote about your investment above. I repeat the idea here for emphasis.] In other words, position yourself to get the most for your investment of time and money. It is important that you set aside sufficient time to finish your assignments early. While I expect to receive them in my email box late Tuesday night so that I may review them before class, I will make a little flexibility available for the first class meeting. The most important thing is that you be physically present in class meetings so that you do not have to retake the class at a later time.

The assignments that I will ask you to complete are designed to engage your thought process. And, in some cases, designed to get you to examine your thought processes to see if it is time to introduce some new ways of looking at the opportunities that present themselves in your personal and professional life. At the beginning of the program it is wise to assume that every assignment is relevant to the development of your personal management and leadership skills.
THE CLASS WILL INCLUDE THE FOLLOWING COMPONENTS:

*The Psychological Instruments:*

We will be using a variety of psychological instruments to provide you feedback on how you might be assessed on different parameters of leadership. It is to your advantage to be as objectively honest as possible in taking the tests. Neither the university nor I keep any records of these instruments, nor they are not part of any assessment of your fit in the program. They are purely to assist you in a process of self-examination and career development planning.

*The initial case studies:*

The case study method has been demonstrated to be a potent means of enlarging one's understanding of the systemic nature of organizational dynamics. Some of the cases, such as the *Consolidated Financial Services* in the advanced preparation assignment, will be for individual preparation. Others will be for learning team preparation. In every instance be open to trying on new ways of looking at organizational issues.

*A clinical approach to gaining competence with facilitation skills:*

As your Behavioral Science Professor, I am especially concerned about the transfer of knowledge and competence with regard to *Leadership, Influence* and *Facilitation* skills. For this reason, the class will take a clinical approach involving practice, observation, analysis and more practice. This approach begins during the initial workshop with an emphasis on *observation* and training in high impact listening. An important part of the *clinical approach* is the discipline to become more aware of subtle subjective influences that may limit one’s ability to be a *truly objective* observer. If, by disciplined practice, we can learn to become more objective in our observing and reporting of observations, the analysis and feedback process will be easier. The challenge for most of us is to learn to set aside patterns of defensive reaction and the need to “protect” our egos. *[When a person reacts in a defensive or ego-protective manner, what is being communicated by him or her about inner confidence?]*

A REQUIRED INTERVIEW

As part of the first module of the MBA Program, every student will meet with me for an hour interview after receiving feedback from classmates and from the psychological instruments. As a rule, these interviews will take place in the third month of the trimester. A sign-up sheet will be distributed.
COURSE DESCRIPTION:

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

Course Objectives

From the beginning, an MBA program ought to position the students so that they can immediately start to make a value-added difference, both in their own career development and in their effectiveness within the current organization. By the end of this class, each student ought to be able to establish one BHAG for him/herself!

Using General Systems Theory as a framework and drawing on established research and theory in the behavioral sciences, the course will emphasize the following topics:

- Developing leadership competencies including influence and facilitation skills.
- Personal presence and the understanding and exploring interpersonal influence patterns.
- Questions of ethics and values. What are our core values? How do we draw upon them when facing an ethical challenge or dilemma?
- Current science and our evolving understanding of the psycho-bio-chemistry of brain functioning that are relevant to executive performance.
- Clinical/observational approaches to organizational and cultural diagnostics.
- Principles and practice of team formation and facilitation competencies.
- Managing people through crisis and change.
- Organization Development and resistance to change.
- Visioning to create the future.
- Is any form of “spirituality” relevant to managerial leadership?
- Personal and professional career development planning.

Texts and Course Materials

Required reading:

Goleman, D., Working With Emotional Intelligence
Laborde, G., Influencing With Integrity
O’Conner, & McDermott, The Art of Systems Thinking: Essential Skills for Creativity and Problem Solving
Schein, E., Organizational Culture and Leadership
Senge, P., *The Fifth Discipline* (Note: not the "Field Book.")

**Articles and Cases:**
- Coutu, D. L., “The Anxiety of Learning, HBR reprint # R0203H
- de Ruyter, S., "Consolidated Financial Services" Privately published business case available through the Pepperdine GSBM bookstore. [310 568 5741]

**Recommended reading:**
- Chernow, R. *Alexander Hamilton*
- Chibber, M. L., *Leadership*
- Collins, J., *Good to Great*
- Covey, S., *Seven Habits of Highly Effective People*
- Damasio, A. *Descartes’ Error*
- Ellis, J., *The Founding Brothers, the Revolutionary Generation*
- Finkelstein, S. *Why Smart Executives Fail, and What You Can Learn From Their Mistakes.*
- Franklin, B. and Rogers, G., *Benjamin Franklin’s the Art of Virtue: His Formula for Successful Living*
- Freedman, D. *Corps Business; The 30 Management Principles of the U.S. Marines*
- LeDoux, J., *The Emotional Brain*
- Moore, R. and D. Gillette, *The King Within*
- Moore, R. and D. Gillette, *The Warrior Within*
- Noer, D., *Healing the Wounds*
- Ornish, D., *Love and Survival*
- Peck, M.S., *The Road Less Traveled*
- Pert, Candice, *Molecules of Emotion*
- Schein, E., *Organizational Psychology*
- Schein, E., *Process Consultation Revisited*
- Shara, M., *The Killer Angels*
- Shultz, Q., *Habits of the High-Tech Heart*

Readings on ethical compromise within corporations:
- Byron, C. *Testosterone Inc. Tales of CEO’s Gone Wild* (Jack Welch, Dennis Kozlowski, etc.)
- Gergen, D., *Eyewitness To Power*
- Hunter, J.D., *The Death of Character*
GRADING: These factors will be considered in determining grades:

The following three items will have a combined weight of 35%:
1. Evaluative feedback from team members regarding contribution to team products.
2. Evidence of support given to the learning of classmates
3. Evaluative feedback from classmates.

The following two items will have a combined weight of 30%
1. Quality of preparation and participation in class meetings.
2. Quality of general written assignments.

This remaining item will have a weight of 35%
1. Performance on quizzes and tests.

Attendance Policy

It is assumed that some people will miss one class meeting during the term. Please be sure that your papers are in before you miss any class. If you miss two classes, you will have to make up one. If you miss three classes your grade will be impacted and it may be necessary for you to retake the course. A pattern of being late to class will similarly impact your grade.

The following statements are required to be in this syllabus by University policy.

Conduct

“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 equal opportunity officer at (310) 506-4208. (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

An Important Request

The students and faculty involved in the Pepperdine MBA program are all involved in multiple electronic networks. A computer virus unknowingly passed on in our email exchanges can do significant and costly damage. Therefore, please double check to be sure that all of the computers you use for class related work and email exchanges are virus protected. A number of good programs are available. I personally like the Symantec Norton Suite

Schedule of Classes

SPECIAL NOTICE: ALL PAPERS ARE TO BE EMAILED TO ME. ALL PAPERS ARE DUE IN MY EMAIL BOX BEFORE MIDNIGHT ON TUESDAY, BEFORE THE CLASS MEETINGS ON THE DATES BELOW. Waynestrom@verizon.net

Use of the “E-room” for assignments:

Time for confession! This professor qualifies as a certifiable technological troglodyte! Yes, I will be learning to use the e-room. But for now, please do email your assignments to me at waynestrom@verizon.net and post them in the e-room. Thanks!

Something to think about in advance: From the examination performance of past students, I know that the following is true. The more you are able to integrate the concepts and materials in this class, and think of ways to pragmatically apply them in the real world, the easier time you will have with the Final Exam. Such integration and application processes could occur in conversations within your Learning Teams, with an interested friend, or even with yourself as you drive down the freeway. Past students who have done well on Final Examinations in my class have consistently practiced this integration, application and transfer to the “real world” of business. People who have done poorly have kept the ‘learnings’ in separate ‘compartments’ in their minds.
Date  READING AND WRITTEN ASSIGNMENTS.


Begin your Career/Personal Development Journal [CPD Journal, see Appendix B, page 23.] This journal should help you prepare your “This is my life” paper [See Appendix E, page 27, and be a source for the individual assignment to write the “Team Process Term Paper,” due at the end of the course. [See Appendix H, page 33.]

CLASS MEETING OF September 2, 2004

Your advance preparation for the September 2, meeting was to read and prepare notes: Peter Senge, The Fifth Discipline, Chapter 12. And you had an advance written assignment. You were to prepare an analysis of the Consolidated Financial Services case. Be sure to bring your copy of the case and your written analysis to the Workshop scheduled for September 10 – 12.


Reading to be completed: [A hint: as you are reading the material for this class, give special attention to the concepts which you suspect might be pragmatically applied in your work organization, or in your personal life.]

During this week, before driving to the workshop, read and make notes on,
  Chapter 4 in Laborde, G., Influencing With Integrity. AND,
  practice the exercises.
  Goleman, D., Working With Emotional Intelligence, read and outline chapters 1, 2, and 3, and Appendices 1 and 2. Be clear in your understanding of the definition of E.Q.
  J. O’Conner, & I. McDermott, The Art of Systems Thinking: Essential Skills for Creativity and Problem Solving. Read enough of this book to be able to explain mental models and how we tend to build on our past experience, whether we are conscious of doing so or not.
  If you did not complete the ‘pre-reading’ assignments, please do so now.
  Peck, M.S., The Road Less Traveled. Read parts one and two.
  Senge, P., The Fifth Discipline (Note: not the "Field Book."), read and work up a detailed outline of chapter 12.
http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=R0203H

http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=5904

Written assignments are due electronically before midnight, Sunday, September 5:

1. Learning goals paper. [Appendix C, page 24.]
2. An outline of personal learnings from the readings. [From this point on, I will assume that you are continuing to write out such outlines as they will be helpful when you prepare for the examinations.]
   As a separate document, include a detailed outline of chapter 12, in P. Senge, The Fifth Discipline.
3. Examples of personal applications from the readings. [From this point on, I will assume that you are continuing to write out such applications as they will be helpful when you prepare for the examinations.]
4. Complete and turn in the Gordon, 16PF and NEO-PIR.

REMINDER NOTICE: All papers are to be emailed to me. All papers are due BEFORE MIDNIGHT ON TUESDAY, before the class meeting for that week.
wayne@verizon.net

Important note, “Learnings” vs. “Applications.” For the purposes of this class, ‘learnings’ includes concepts, theories, and facts you have learned. ‘Applications’ include the learnings you either have applied, or will be applying, in your professional or personal life. Both of these ideas will be of value to you in preparing for examinations.

September 10-12, COMMUNICATION and LEADERSHIP DEVELOPMENT WORKSHOP

Plan to arrive by 4:00 P.M., at the hotel. The Friday afternoon traffic on the 101 freeway becomes very slow from just north of Westlake after 3:00 in the afternoon. I urge you to arrange with your supervisor to perhaps work extra hours before Friday so that you can be in your car driving north of Westlake by 2:00 p.m. Arriving at the location a bit early, you can take a pleasant walk, and have a relaxed meal before we begin. I will provide some ‘direct route’ driving suggestions.

In the workshop we will be co-creating the context, container and catalyst for our work together. Give some thought to what those words mean.

I urge that you complete the September 16, reading assignments before the weekend.]
**VERY IMPORTANT:** During the weekend, at the end of Friday, at the end of Saturday, and at the end of the workshop on Sunday, it is very important that you make detailed written notes of what you observed, experienced and felt. Include what you can remember of the activities of the workshop for the day and your personal reactions. These notes will be important for completing the ‘sub-group assignment’ due before the next regular class meeting. Incorporate these into your CPD Journal. You will want to collect and save the handouts from the workshop as they hold information that may be on future examinations.

**September 16, Reverse Engineering the Workshop; Applications to work groups. Business Organizations as Learning Communities; Issues and Challenges.**

**Reading to be completed:** Review your notes and the handouts from the workshop.

**Written assignments:**

In addition to e-mailing a copy of the following assignments to the Professor, bring a hard-copy to class. Incorporate these into your CPD Journal.

1. An analysis of Communication Workshop dynamics and their possible consequences for the class and for you personally. Include your observations regarding ‘turning point events’ and whether or not ‘cause and effect’ relationships are evident in these events.
2. Write out your definition of the following words/terms. In your definition, describe your personal role or function within the workshop in relation to each.

   - **Co-create:** Did we co-create conditions for forming community? What were those conditions?
   - **Context:** What defined the context for our workshop?
   - **Container:** In what way was the workshop a container? What learnings, if any, occurred for you within the container of the workshop?
   - **Catalyst:** what (or who) may have served as a catalyst, or catalytic agent within the workshop?

**NOTE that you have a special sub-group assignment to complete and have in my e-mail box before midnight, Thursday, September 16.** This sub-group will be made up of the persons who worked as a team on Saturday night at the workshop. The assignment is, using **general systems theory, reverse engineer** the workshop. Begin by creating a list of **outcomes** in terms of attitudes, relationship qualities, rapport, trust, mutual support, commitment, etc. Then, working backwards from the Sunday, noon conclusion, analyze each time segment. List the activities, behaviors, group dynamics, attitudes present, etc, and how these may have led to the **unfolding psycho-social environment of the group** in the following session. This part of your subgroup paper is to be limited to three pages. Once that is completed, the group is to have a dialogue about what you learned individually that you may transfer and apply to your work and professional life. On an additional page or two, list these
learnings. Again, this assignment is due electronically before mid-night, Thursday, September 16.

YOUR FIRST MAJOR TEAM REPORT is due electronically before midnight, Sunday, September 19: “Designing a Life Style for Resilience, Endurance and Longevity” [See Appendix A, page 25]

3. Write a “Process Analysis Report.” [See Appendix F, page 29]

**September 23, Conflict Management, Issues in Performance Feedback, and Executive Informational Interview Protocol**

“The Finance Department”

Introduce second team project, ETHICAL ISSUES FOR MANAGERS AND EXECUTIVES. The Second Team Project is due before midnight, Sunday, October 17. [See Appendix D, page 25]

**Reading to be completed:**

As your mid-term examination will be drawn from the readings, I encourage you to take sufficient notes to be able to answer questions from the books.


Block, P., *The Empowered Manager*. Read and outline through page 104.

Goleman, D., *Working With Emotional Intelligence*, read and outline Chapters 1 through 9, and chapters 12 and 13, and appendices 1 and 2.

Laborde, G., *Influencing With Integrity*, read and outline the first 4 chapters and, chapters 7, 8, and 9.

Senge, P., *The Fifth Discipline*, read and outline 1 through 5, and 8, 9 and 10.

J. O’Conner, & I. McDermott, *The Art of Systems Thinking: Essential Skills for Creativity and Problem Solving.* Complete the book. It is important that you be able to explain mental models and to recognize them in yourself.

**Written assignments:**

1. Carefully think through a definition of “general systems theory,” or “systems thinking.” Using your definition, write a one page description of a system within your personal or organizational life. What are the outputs of the system? What are the inputs? Does this system have any stated objectives? Give an example of a “systemic.” [A suggestion, in addition to the O’Conner & McDermott book, review your notes from Senge. Check page 422 for his, almost full page of references.]

2. Senge describes “The Beer Game.” Write a brief statement about how applying General Systems Theory helps to explain this phenomenon.
3. As preparation for the MID-TERM EXAMINATION, make a list of your most important learnings from the readings or class discussions to date. If you have been applying any of these, give examples of your applications. Incorporate these into your CPD Journal.

4. A one page summary of your learnings and personal developmental objectives from the Gordon feedback. Incorporate these into your CPD Journal.

4. Write a paragraph discussing what you learned and any personal developmental objectives from the 16PF feedback that you have chosen to work on. Incorporate these into your Career/Personal Development Journal.

3. Begin working on your THIS IS MY LIFE paper.
   [See Appendix E, page 27.]


**September 23. Emotional Intelligence and Leadership**

**Reading to be completed:**

Goleman, D., *Working With Emotional Intelligence*, read and outline chapters 10 and 11, and appendices, 3, 4, and 5.

Schein, E., *Organizational Culture and Leadership*, read and outline chapters 11, 12 and 18.


**Written assignments:**

1. Write a one page working definition of Emotional Intelligence. This definition should be of such quality that if you shared it with work associates or friends they would either understand you, or ask you questions for clarity. In addition to e-mailing this to the Professor, bring a hard copy to class. Incorporate this into your CPD Journal.

2. From your reading of Schein, what does he suggest about leaders and the shaping of the culture of the organization? To what extent have you observed this to be true in your work experience?

3. Description and analysis of an event in which you facilitated or influenced the interactive process. Incorporate this into your CPD Journal.

4. Write a paragraph discussing what you learned and any personal developmental objectives from the 16PF feedback that you have chosen to work on. Incorporate this into your CPD Journal.

**September 30. Emotional Intelligence and the Heart**

**Reading to be completed:** Review your notes in preparation for the Mid-term Exam.
AND… *Suggested readings:*

You will note that several of these items are listed with e-links. These are reports from the HeartMath Institute in Colorado. They are doing very impressive research that is highly relevant to this course.

HeartMath - *Science of the Heart* e-Book

http://www.heartmathstore.com/cgi-bin/category.cgi?item=esoh&type=store

Armour, Andrew, *Neurocardiology--Anatomical and Functional Principles*

http://www.heartmathstore.com/cgi-bin/category.cgi?item=enro


http://www.heartmathstore.com/cgi-bin/category.cgi?item=emeg&type=store

Damasio, Antonio, *Descartes’ Error*

Frankl, Viktor, *Man’s Search for Ultimate Meaning.*

McCraty, Rollin, *Heart-Brain Neurodynamics: The Making of Emotions*

http://www.heartmathstore.com/cgiin/category.cgi?item=endy&source=ihmsrc&kw=generallink

**Written assignments:**

1. Electronically share your study questions and answers with all students in the class and the professor.

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**October 7, MID-TERM EXAMINATION**

**Reading to be completed:** Review your notes in preparation for the Mid-term Exam.

**Written assignments:**

2. Electronically share your study questions and answers with all students in the class and the professor.

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**October 14, Facilitation Skills for Teams and Groups.**

**Rapport, Influence and Facilitation Processes**

**Readings to be completed:**

Laborde, G., *Influencing With Integrity,* read and outline chapters 5 and 6.

Schein, E., *Organizational Culture and Leadership.* Read and outline chapters 1, through 7, and, 13 through 17, and 19.

**Written assignments:**

1. What is the role of rapport in exercising leadership, or in the role of a manager?

2. If you were leading, or attempting to lead, a group of peers assigned to a project team at work, explain how rapport might be important in setting direction, goals, and in resolving differences and conflicts?
October 14, INTRODUCING ORGANIZATIONAL CHANGE I.  
"Ultrasound Tech Bottom Line Losses."

Reading to be completed:

Laborde, G., Influencing With Integrity, read and outline chapters 7, 8, 9 and through the Glossary.

Written assignments:

1. Process Analysis Report. [See Appendix E, see page 29.]
2. In chapters 11 and 12 of Schein, you read about the founding and imbedding of organizational culture. Apply the model of general systems theory to this process.
3. Using your general systems model from #3, and your notes from Peter Senge’s discussion of systems and systems thinking, describe and analyze an event or problem in your work organization. Limit yourself to one page. Incorporate this into your CPD Journal.

October 21, INTRODUCING ORGANIZATIONAL CHANGE, II. 
Tribal Enterprises, from "Mon and Pop" to competitive businesses.

Introduce 3rd team project: KSA

Reading to be completed:

Senge, P., The Fifth Discipline, read and outline chapters 16, 17, and 18.

Written assignments:

1. SECOND TEAM paper is due: ETHICAL ISSUES FOR MANAGERS AND EXECUTIVES. [See Appendix D. page 25.]
2. Description and analysis of an event in which you facilitated or which influenced the interactive process, Incorporate this into your CPD Journal.
3. In your personal or professional life, do you experience value conflicts in situations where you, perhaps only momentarily pause and wonder what is the right choice of behavior or words for you? Write a brief, one or two page description; giving an example of the question or dilemma that comes to your mind.

October 28, WORKING WITH RESISTANCE TO CHANGE

Reading to be completed:
Schein, E., *ORGANIZATIONAL CULTURE AND LEADERSHIP*,
read and outline chapters 15, 16 and 17.
Senge, P., *THE FIFTH DISCIPLINE*,
read and outline chapters 13, 14 and 15.

**Written assignments:**

1 a. *Think about,* when a family is faced with change because of factors that
children have no control over such as divorce, death, moving to a
different city for a parent’s job, etc. Under these circumstances,
*LIST* the possible reasons that some family members might resist the
change.

1 b. *Think about,* when employees are given a choice of transferring to a new
department or losing their jobs. Under these circumstances,
*LIST* the possible reasons that some employees might resist the
change.

1 c. *Think about,* when “the company” decides to change work processes
such as paper-work flow, etc. *LIST* the possible reasons that some
employees might resist the changes.

**NOW…** *The Written assignment:*

When a change is introduced within a business organization, there is
usually some “push-back,” or *resistance to change.*

1. A Write an outline of the possible reasons for *resistance to change.*
   Give an explanation for each reason.

1. B Write how you as a manager or executive, how might either
   prevent, or weaken the resistance?

1. C Under what circumstances might there be ethical issues
   involved
   when changes are introduced within organizations?

**November 4, LEVERAGE POINTS FOR CHANGE:**

**Designing, planning, and introducing organizational change.**

**Reading to be completed:** Review your notes from Goleman and Schein. From
these authors and any others, *think about* how you would plan, design
and implement a change in your organization. Begin by giving a brief
“diagnostic” description of your organization as it is today. Also, review
your

notes on resistance to change. Feel free to use other resources, but be sure to
credit them in your paper.

**Written assignments:**

1. Design and plan an intervention for introducing cultural change in your
   organization. List the objectives, the possible sources of resistance and
   the steps you would follow. If possible, outline a theoretical model of
   this
change process that could be applied to other organizations.

2. An individual paper, maximum of five pages, on the subject; “Conflicting forces in our society that impact the shaping of values and thought patterns.” [SEE APPENDIX G, PAGE 31.]

November 11, Personal Vulnerability, Changing Behavior and Organizations, “National leadership of a pharmaceutical provider.”

Reading to be completed:

Schein, E., *Organizational Culture and Leadership*, read and outline Chapters 11, 19 through 21, and the appendices.

Written assignments:

1. As preparation for the Final Exam, outline of personal learnings from the readings, workshop and classes to date and give examples of personal applications. Incorporate this into your Career/Personal Development Journal.

November 18,

Begin finishing the assignments that are due on November 28, see below.

November 25, Thanksgiving day, no class.

The following items are due *electronically* by mid-night, Sunday, November 28.

1. Third Team Product, *analysis and recommendations for KSA* is due.
2. A one page review of what you learned in this class and any suggestions for improving the class for the future.
3. Emphasizing observed personal strengths and growth during the trimester, develop a list of feedback phrases for each person in the class. *Do not* distribute this list. E-mail one copy to the professor and bring one copy of the list to class.
5. Your "This is my life" paper. [*See Appendix D, page 25.*]
6. The individually prepared TEAM PROCESS TERM PAPER. [*See Appendix H, page 33.*]
December 2. Review your notes in preparation for the Final Examination. The professor may elect to give part of the exam on December 2.

Can we create the future with the Merlin factor?

   How important is personal vision?
   How open are you to feedback from peers?
   and what will you remember out of this course?

Written assignment:

1. Using a maximum of one page, write a Personal Vision Statement for how you intend your life to be in ten years. Give detail about where you will live, where you will work, the kind of work you will be doing, and your personal/family relationships. This is to be emailed before midnight Sunday, and bring a hard copy to class. (We may work on this at this class meeting, or the one following.)

December 9. This is the last class meeting.

FINAL EXAMINATION

Written assignment:

1. A one page review of what you learned in this class and any suggestions for improving the class for the future.
2. Emphasizing observed personal strengths and growth during the trimester, develop a list of feedback phrases for every person in the class. Do not distribute this list. E-mail one copy to the professor and bring one copy of the list to class.

Appendices follow:

APPENDIX A

LEARNING TEAM PAPER ON A WELLNESS LIFESTYLE

Based on your research using electronic data bases and other resources such as those listed below, develop recommendations for the design of a lifestyle which will build wellness, resilience, endurance and longevity.

Your paper is to include a rationale for each recommendation which will make sense to most reasonable adults.

Your paper is to make specific recommendations (i.e., amounts and frequency) for each of the items in the list below and comment on how each of these may help or hinder an approach to wellness, resilience, endurance and longevity.

Caffeine
Alcohol
Tobacco
Salts
Sugars
Fats and Oils
Processed foods
Preservatives
Essential Vitamins and minerals.
“Recreational” drugs
Water
Exercise
Meditation and rest
Attitudes of gratitude, reverence and prayerfulness.
Attitudes of forgiveness toward one’s self and others.
Friends with whom one can share affection and be emotionally honest.
Intellectually stimulating and challenging work.

In your discussion of “Essential Vitamins and minerals,” address the following questions:

1. The average age of a typical FEMBA student is “thirty-ish. To what extent do you believe that the diet of a typical “thirty-ish American is complete and well balanced in terms of “essential vitamins and minerals?”
2. If a person’s normal diet does not provide the minimal essential vitamins and minerals, what sources could be accessed to make up for any deficiencies?
3. What are the primary nutrients for supporting brain functioning?

**SOURCES FOR YOUR RESEARCH:**

Online: the medical research database is MEDLINE...

Take a look at http://www.heartmath.org/

Also try: http://www.findarticles.com/

The internet offers many interesting articles, here is an example:
http://www.coachr.org/the_brain_and_movement.htm

I recommend that you also look at the following books:

Borysenko, Joan, Ph.D., *MINDING THE BODY, MENDING THE MIND*
Khalsa, Dharma, M.D., *BRAIN LONGEVITY* [Very important and informative with regard to improving your brain’s performance.... And keeping it as you age.]

Khalsa, Dharma, M.D., *MEDITATION AS MEDICINE*
Ornish, Dean, M.D., *LOVE AND-survival*
APPENDIX B

THE CAREER/PROFESSIONAL DEVELOPMENT JOURNAL

The Career/Professional Development Journal [CPD Journal] is to be started at the beginning of the class. A summary with a discussion of what you learned from the journal will be due via email before the final class meeting for this course.

The CDP Journal is both a personal and a professional journal. You are to make daily entries which describe your personal and professional experiences and/or learnings for the day. Please note that at no time will you be asked to reveal the full contents of your Journal. The greater value of the Journal to you will be in your feeling comfortable being fully honest and complete in your entries. Some students find it helpful to keep two journals, one work-related and the second personal-related. If you keep a separate work-related journal, I recommend that you keep it at home.

Your CDP Journal is to include notes from the following:

- observations, reflections from the Workshop
- issues, problems, opportunities and learnings from your company
- issues in your personal life
- notes from your readings
- notes from class meetings
- notes from team meetings
- notes from interviews and other field assignments including the prison visit, if your class made one.
- notes on feedback from various instruments we will be using
- notes on feedback you receive from others regarding the impact of your behavior at work, at home, and in other relationships including school

Due electronically a week before the last class meeting for this course; a summary of what you have learned from keeping your journal and a statement of what you understand to be your personal/professional strengths and weaknesses.
From this summary you are to develop no more than three major personal/professional development objectives. This is to be followed by specific action plans for accomplishing your personal/professional development goals over the next five years. Please note: some prior students have found it helpful to use the format of the Action Research Wheel in their creation of this summary.

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APPENDIX C

THE LEARNING GOALS PAPER

For this assignment please briefly address the following topics:

1. Your learning goals for this MBA program. That is, what do you hope to learn from the MBA curriculum for your career and for your personal life?

2. Your learning goals for this class. What skills, competencies or concepts do you intend to master or at least further develop?

3. What changes in your current use of time are you willing to make so that you will make available the time needed for this program?

4. How will others know when you are meeting your learning goals?

5. How would you like your progress in this class to be assessed?

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APPENDIX D

Second Team Assignment:

ETHICAL ISSUES FOR MANAGERS AND EXECUTIVES.

[As you begin this assignment, I want to encourage you to consider subscribing to The Wall Street Journal Online. To do so, go to WSJ.COM. The New York Times offers a free electronic subscription with daily headlines emailed to subscribers, NYTimes.com.]

Gather background information on examples of ethical compromise. Here is a list of recent examples. Do add some contemporary examples. As of this writing (August, 2004, Boeing is being scrutinized. What are the consequences for employees, shareholders and the public at large?

Enron
Global Crossing
WorldCom
Tyco
Adelphia Communications
ImClone
Martha Stuart
Etc.

In your preparation as a team, read and review the following along with any other resources you choose to include. Please do check more current news reports for inclusion in your paper:

From *Fortune*, April 14, 2003;

What substance is there to the allegations that Halliburton was awarded government contracts through its relations with former CEO and current US Vice President Richard Cheney? If you were the CEO, or an advisor to Dave Lesar, how would you propose to address this issue? [Pages 104-108]

From *Fortune*, April 28, 2003;

Consider the articles “Have they no shame?” Pages 56-64. And, “CEO Pensions,” pages 68-70
What are the root-causes of “Exorcism at Tyco?” Pages 106-110

Other sources for your research:
http://www.business2.com/articles/mag/0,1640,44584,FF.html
http://www.fastcompany.com/online/64/hrubin.html

http://www.finfacts.ie/bankruptcy.html

See, “The Emperor of Corporate Greed,” at
http://www.fortuneeducation.com/preview_guides /FPG 06242002.html

**Questions to be addressed in this Team report:**

1. As your team reviews the various articles, what signs of potential problems may have been evident to rank-and-file employees had they known what to look for?

2. As your team reviews the various articles, what signs of potential problems may have been evident to managers had they known what to look for?

3. As your team reviews the various articles, what signs of potential problems may have been evident to senior executives, had they been paying attention?

4. As your team reviews the various articles, what signs of potential problems may have been evident to Share-holders, had they been paying attention?
5. Some of the executives involved in various ethics scandals have claimed ignorance. [An example of this is Harvard MBA Jeffrey K. Skilling, who by all reports was highly respected for his ‘wisdom’ as a student, claimed he didn’t understand accounting methods when publicly questioned. He said, “I had no idea the company was in anything but excellent shape.”] Skilling resigned suddenly after only six months on the job. In two stock sales before and after his departure from Enron, he cashed out $30.6 million worth of Enron stock.]


The questions are:

a. Should MBA applicants be subject to thorough background checks including any history of criminal charges, civil suits and personal financial history?

b. Should individuals applying for key managerial or executive positions be subject to thorough background checks including any history of criminal charges, civil suits and personal financial history?

6. What signals, if any, might one identify as suggesting that a person might be, in clinical terms, a “borderline personality.” The common language for such behavior includes “psychopath” or “sociopath,” or in lay terms, the person might be referred to as a “con-artist” [The psychiatric definition may not give one early clues, http://www.behavenet.com/capsules/disorders/antisocialpd.htm] If you find yourself working with people like this, you might also want to look at Robert Bramson, Coping with Difficult People.

7. What are the true risks for the man or woman who decides to be a ‘whistle-blower?” Consider the choices made by Sherron Watkins of Enron, Cynthia Cooper of WorldCom, and Coleen Rowley of the FBI.

8. Write out a series of suggestions that could be offered to any manager as guidelines for making ethically sound choices.

Relevant books include:

There are a number of relevant books. If you look up the following at Amazon.com, the site will suggest other titles. But here is a starting point:

C. Byron, Testosterone Inc. Tales of CEO’s Gone Wild
J. W. Carey, Communication as Culture: Essays on Media and Society
S. Finkelstein, Why Smart Executives Fail
D. Gergen, Eyewitness To Power
J. D. Hunter, The Death of Character
APPENDIX E

THE “THIS IS MY LIFE” ASSIGNMENT

1. Take a clean sheet of paper. Near the top edge, draw a horizontal line from left to right. This is your "life line". It has a beginning, your birth, and an end -- your death. Now place a check-mark at a point on the line which you feel best represents where you are today in your life span. Refer to it over the weeks that you work on the assignment. Make this life-line page, the first page of your paper.

2. Make a list of ten adjectives which describe you (i.e., "I am environmentally conscious").

3. Write the eulogy which you would have someone deliver at a funeral or memorial service when you die.

4. Rank order your list.

5. Re-examine your list of ten adjectives. Change any that you wish to change and rank order them once again.

6. Briefly write about the key individuals and turning point experiences in your life. How did each of these impact you?

7. Make a list of your primary strengths.

8. Pick a date in the future, ten years out. Describe, in detail, the things which you would do and experience, making this an IDEAL day in your future.

9. What work have you been paid to do in the past?

10. What would you like to be paid for in the future?

11. Project yourself into the future, five years and then ten years. Set two personal goals, one for five years and one for ten years. Set two professional or business goals, one for five years and one for ten years. [Do not use completing the MBA as one of your goals.]

12. Develop an action plan for each of these four goals.

13. During your final editing of this paper, spend some time reflecting on the following question: What is your possible relationship and contribution to the quality of life experienced by all in present and future generations?
For item #13, add a statement titled "THE PURPOSES OF MY LIFE". Include in this statement your reflections on your possible relationship and contribution to the quality of life experienced by all in your company, your neighborhood and community, in this country, on this planet and, perhaps, even beyond this planet. I hope that as you write this statement, you will be audacious enough to believe, and to decide to act on the belief that your life, your existence, can make a difference in the quality of context that future generations will inherit from us all. Sometimes this is called “giving back” to the community… or the planet… with gratitude for what one has learned or received.

At some point in class, we will discuss the tendency of small minded people to criticize and ridicule anyone who dares to strive for greatness and to try to make a difference in a larger sense. So here is a warning, when you begin thinking in terms of greatness and making a difference, you will be criticized. Take the criticism and ridicule as a confirmation that you are attempting something of significance. Remember too, that if your dream or vision is big enough, it may take the rest of your life just to begin making that difference!

I hope you will initiate conversation with me, your family and other classmates on this subject.

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APPENDIX F

THE PROCESS ANALYSIS REPORT

There is considerable evidence that easily observed physiological phenomena are indicators of changes in our thought processes, our emotional arousal and, in some instances, changes in our environment. There is reason to believe that the body often "knows" of such shifts before the conscious intellect does. At the subliminal level, our senses are constantly picking up a barrage of data. Through "gating" and other sorting and selecting processes, the portions of the brain and nervous system which are generally referred to as "older" or "more primitive", filter the majority of this data from our conscious awareness. However, our physiology, which is tied into the "older" portions of the brain, indeed registers some portions of this data and reacts from a programmed primary survival perspective. (The evidence suggests that some of the programming is genetic in nature and that some of it is learned, probably from early social conditioning in the home.

Training oneself to be peripherally aware of these physiological indicators has specific advantages which will be discussed in class. The kind of thinking which is
usually most productive in a business setting is objective and reflective in nature. Being physically/emotionally aroused generally blurs perception and judgment. Many managers are not fully aware of their feelings. Most of the physiological phenomena referred to here are correlates of feeling states. If we can track the physiology, perhaps we can more easily recognize the accompanying feelings so that they may work for us and not against us. Simply knowing from peripheral awareness that one is being aroused can be quite advantageous. Among the physiological phenomena one might observe are:

- Changes in depth, frequency, or intensity of breath
- Changes in body movements while breathing
- Holding the breath or having difficulty breathing
- Opening or closing one or both nostrils
- Changes in pulse or blood pressure
- Changes in felt temperature (or skin color)
- Changes in tactile sensations (i.e., itching)
- Finding it difficult to move
- Tapping fingers, toes, etc.
- Changes in facial shape and/or expression
- Changes in hearing
- Partial closing of the eyes
- "Boredom"
- Sudden changes in hunger or thirst
- Indigestion/nausea
- A need to relieve oneself
- Inability to relieve oneself
- A sudden "runny nose", (or other "cold" symptoms)
- A headache

THE ASSIGNMENT:

Pick a specific incident or event that occurred since the beginning of the Workshop. It is usually easier to work with an event that aroused some feeling or emotion within you.

1. In a sentence or two, describe the event and your immediate reaction.
2. Focusing on your internal awareness, track and describe the flow of PHYSIOLOGICAL shifts which led to and/or accompanied your reaction.
3. Report the unfolding sequence of internal physiological shifts.
4. Discuss these events in relation to any feelings or emotions you were aware of at the time.
5. Did your awareness of either your own physiological or intra-psychic processes change before or during the writing process? Explain.

[A sample Process Analysis Report follows. It is reprinted with permission of the student who wishes to remain anonymous.]
The event that I am writing about regards a disagreement that occurred in a meeting with a peer who I have a difficult relationship with. This coworker uses coercion, harsh language, and bullying to get what he wants, and I find this deleterious to my relationship with him. We were discussing a product launch, and he was taking issues with my teams’ decisions and requests for additional information. At one point, he began his usual rant, this time complaining about how the marketing department has fouled up the project. My reaction was to jump in and explain the issues and data that lead to our recommendation.

Whenever I meet with this manager, I find that I am on my guard, in a ready state to attack or defend something, based on prior history. As his rant began, I found myself moving from this ready to act state, where I feel my whole body tightened practically holding my breath, to one of anger, where I begin to feel my face and ears get hot, and the pace of my speech increases rapidly. He continues, spewing four language and making ridiculous comments, all insulting to the team. I listen to his comments and want to correct his perceptions - I interrupt him to stop his stream of vile commentary. During this time, I have difficulty thinking and speaking clearly, and make some mistakes in my remarks back - this makes me feel foolish temporarily - I hear my heart pounding in my chest. My fists clenched under the conference room table as I feel my anger turning to frustration - “why do I have to deal with such an irrational person?” I think to myself. As I realize there is no fixing this issue, I become more frustrated, and soon just feel detached from the issue. I feel the energy drain from my body, and a sense of helplessness knowing that no matter what the facts, or what I may say, this individual won’t listen, care, or change his opinion.

As I write this, I find myself re-experiencing many of the emotions and some of the physical changes that I felt in this meeting. From the shortness of breath, to feeling my heartbeat increase, I re-live the moments. I feel my limbs become a little numb, and the dexterity in my fingers seems to drop, making typing a little harder.

I learned that there is a direct connection between the emotions I experience, and my outward physical appearance and ability to function. The speed and clarity of my speech is affected directly by my feelings of enthusiasm, anger, fear, or embarrassment. My thinking and facial features are impacted when I’m under stress, or when an event occurs that triggers, for instance the memory that I have forgotten something critical that needed to be accomplished. I can’t hide or mask these physical markers of my emotional state, but wish that I could at least control them.
APPENDIX G

Write a brief personal paper, maximum of five pages, on the subject; Conflicting forces in our society that impact the shaping of values and thought patterns.

For perspective, you might begin by reading the actual words in these short documents: [The first two can be read in under 15 minutes!]

The Declaration of Independence (The first 1.5 paragraphs will be sufficient)
http://www.law.indiana.edu/uslawdocs/declaration.html

The Gettysburg Address http://www.law.ou.edu/hist/getty.html


A quick reading and accurate historical perspective is in
The Founding Brothers, by Joseph Ellis

Also, take a look at:
Our Sacred Honor: Words of Advice from the Founders in Stories, Letters, Poems and Speeches, by William Bennett

Compare the above with the primary arguments today:

Dumbing Down Our Kids: Why America's Children Feel Good About Themselves But Can't Read, Write, or Add, by Charles Sykes

Bias: A CBS Insider Exposes How the Media Distort the News, by Bernard Goldberg

What Liberal Media? The Truth About Bias and the News, by Erick Alterman

The Death of Right and Wrong: Exposing the Left's Assault on Our Culture and Values, by Tammy Bruce  [It is worth noting that Ms. Bruce, as a Lesbian, might have reason to challenge traditional values.]

The New Thought Police: Inside the Left's Assault on Free Speech and Free Minds, by Tammy Bruce

The Language Police: How Pressure Groups Restrict What Students Learn, by Diane Ravitch
The Children's Book of Virtues, by William Bennett

On what William Bennett calls the "countermovement of America-bashing," see Why We Fight: Moral Clarity and the War on Terrorism, by William Bennett

OTHER RESOURCES:

Also try:  http://www.findarticles.com/
and
http://www.mediaresearch.org/

Please ponder and respond to the following within your paper:

1. What do you understand to be the primary values that led to the founding of this country and the wording of such documents as The Declaration of Independence and The Constitution of the United States?

2. Take a broader 'world view' for a moment. List the other countries that offer the degrees of freedom and individual liberty that Americans enjoy; freedom of expression, freedom of choice of career, freedom of assembly, freedom of movement, freedom of choice of where to live, freedom of choice with regard to worship (or not worship)?

3. If you take a systemic view and acknowledge that all choices have consequences; what might be included in the eventual consequences of disregarding or abandoning the primary values in our historic documents? In the broad world perspective, how serious might be the effects of "American bashing," by Americans, as viewed by citizens of countries without such freedoms or by terrorists such as those in the Al-Qaeda network?

4. Every child is like a sponge, absorbing the ideas and experiences that surround him or her. 50 years ago, the immediate family was the primary --- sometimes the sole --- source of such influences. Today, the infinite range of experiences available to all at the click of a mouse have dramatically changed that reality. The question to be answered: For your own children or grandchildren..... what would be the primary values to which you would want them exposed?

[I welcome any responses to what I have outlined above. As usual, I will respect your opinions... though I may not choose to agree. Your grade will not be impacted by differing with me. You may end up contributing to my own understanding!]

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APPENDIX H

A personal assignment: The Team Process Term Paper

The Team Process Term Paper is to be prepared individually. Please answer the following questions in the order given:

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1. Name the members of the team and give the primary strengths of each person.
2. Beginning with the first team meeting, describe the unfolding group-process dynamics as they evolved over the weeks of the course. It may be helpful to refer to the models of Bruce Tuckman and William Schutz which were mentioned in the workshop handout, “The Functions of Groups and Teams In Graduate Programs.”
3. Describe in detail any conflicts or differences, and how they were worked through.
4. Identify and describe turning points in the life of the team.
5. Describe how leadership evolved over time.
6. Briefly describe what you liked best about this team experience.
7. Briefly describe what you would change about this team experience, or what you would do differently in your next team.
8. Write one paragraph about each team member describing their contribution. Discuss their strengths and possible areas for improvement, etc. Within the paragraph for each member, assign a value that represents what you believe to be the level of this person’s contribution to the performance of the team. Use the scale provided here:

   10 = Exceptionally strong contribution
   9 = Very good contribution
   8 = Acceptable contribution
   7 = Should have contributed more
   6 = “We essentially carried this person.”

The usual length of this paper is 8 - 10 pages.

The Team Process Term Paper is to be prepared individually.