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

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MBFE

MANAGING BEHAVIOR

FALL 2003

WEDNESDAYS

6:00 PM-10:00 PM

APPLIED BEHAVIORAL SCIENCES WORKSHOP
SEPTEMBER 12-14

SYLLABUS
MBFE 651.83  
BEHAVIOR IN ORGANIZATIONS  
FALL 2003  
WEDNESDAYS 6:00 PM – 10:00 PM

Pasadena Center

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TABLE OF CONTENTS

I. Overview of the Course
A. Course Objectives
B. Rationale for the Human Behavior Course
C. Contexts for Behavior Management
D. Roles
E. Cultural Perspective and Mission

II. Contents and Goals
A. Major Topics and Goals
B. Outcomes to Manifest

III. Course Expectations
A. Readings/Article Presentations
B. Required Texts
C. Participation
D. Attendance
E. Key Course Projects

IV. Course Evaluation and Grading

V. University Conduct Expectations

VI. Classroom Guidelines

VII. Course Projects Guide

A. Course Objectives
• Create a learning team that utilizes member resources and benefits students throughout the MBFE program.
• Increase understanding of organizational behavior, especially as it relates to leadership, personal effectiveness, corporate culture, innovation and change.
• Increase organizational change agent skills.
• Learn how to apply behavioral science tools and frameworks to the practice of efficient and effective management of technology.
• Increase awareness and skill in managing organizations in multicultural settings.
• Gain an appreciation for global future contexts within which corporate leaders must operate.
• Enhance self-awareness and competence in management and leadership skills.

B. Rationale for a Human Behavior Course in an MBA Program
If managers plateau or fail to succeed in the executive suite, it's often because they lack "people skills." All Graziadio School degree programs include Human Behavior studies, emphasizing skills and knowledge regarding a range of topics, including:
• Effectiveness in teamwork
• Developing flexible leadership styles
• Working successfully with varied organizational cultures
• Insightfully acquiring and applying self-knowledge
• Communicating effectively
• Improving learning skills personally and organizationally
• Developing global awareness
• Managing change competently, etc.

Our alumni validate how influential the Human Behavior course has been in their careers. The more you know about Finance, Economics, Marketing, Law, Strategy, Quantitative Methods, Organizational Theory, Accounting, and other business and management topics, the better. But no matter how well you master such topics, you will not achieve complete success in a top management career unless you understand and effectively manage behavior issues, organizational dynamics and cultural aspects of your organization.

C. Contexts for Behavioral Management
• Customers
• Your immediate boss.
• Your immediate subordinates.
• Your immediate peers.
• Policymakers of your own organization.
• People at various levels including those who work in other departments, divisions, teams, etc. within your organization.
• Suppliers who sell products and services to your organization.
• Members of professional, industrial, community and cultural organizations.
• Competitors.
• Government officials.
• Others with whom you interact in the course of business and everyday living.

D. Roles
An MBA program should prepare you to function successfully in the above contexts, especially as they pertain to the KEY ROLES OF A MANAGER (adapted from Mintzberg's Nature of Managerial Work):
• Leader--an inspiring, empowering, productive visionary.
• Figurehead--the "boss" as a symbol of authority.
• Liaison--one who links appropriate groups and individuals.
• Monitor--getting vital information and staying on course.
• Disseminator--processing information strategically.
• Spokesperson--transmitter of information to external environments.
• Entrepreneur--one who initiates valuable, profitable change.
• Disturbance Handler--regulating unforeseen problems.
• Resource Allocator--scheduling; programming work; authorizing.
• Negotiator--a facilitator of agreement.

E. The Cultural Perspective and Mission.
The people with whom you interact have customs, rituals, verbal and non-verbal languages, law, taboos, values, assumptions, history, stories, etc., which must be considered in any interaction with them. Awareness, flexibility, appreciation, respect, knowledge and specific skills help us to deal productively and ethically with interpersonal, intra-cultural, cross-cultural, sub-cultural, international and organizational realities. This course will help us to develop needed skills and attitudes, recognize cultural issues more clearly, adapt successfully to "life-as-it-is" and facilitate human interactions so that they result in mutual benefit with regard to the Roles and Contexts above and the Contents and Goals below.

II. CONTENTS AND GOALS OF THE COURSE
To enhance success in all of the Roles, Contexts and Perspectives outlined, information and skills are needed in relation to specific key topics. The actual course content and processes will transcend the topics listed below as we include vital aspects which permeate all the course topics. For
example, it is very important to know how ambiguity tends to be viewed by anyone with whom you interact. It is also important to know your own tolerance for ambiguity and your ability to function successfully in vague situations. This "functioning-with-ambiguity" element is one critical element that will relate to all of the topics below.

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

- The major topics and goals that give structure to the flow of the course
- The objectives we hope each student will manifest by the end of the trimester.

A. Major Topics and Goals Which Form the Course Structure.

LEARNING AND PERCEPTION. Learn the effects of various behavior styles on knowledge and problem solving. Appreciate the value of all styles, and identify the strengths and limitations of your own.

MOTIVATION AND VALUES. Understand the application of various theories which 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 organizational productivity.

GROUP AND INTERGROUP DYNAMICS. Develop effective groups with a critical process goal in mind of creating a team which optimizes productivity, personal growth, group effectiveness, camaraderie and interpersonal skills.

LEADERSHIP, POWER AND POLITICS. Learn and apply various leadership styles and power bases pertaining to optimal productivity. Adapt to situational variables.

CULTURE. Discover, understand, utilize and mold the following: styles, norms, values, beliefs, rituals, assumptions, collective understandings, histories and myths for corporate effectiveness.

COMMUNICATION. Understand and improve the communication process interpersonally and organizationally. Listen effectively. Write well. Lead productive meetings. Make successful presentations. Give constructive feedback. Overcome barriers to communication.

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.

GLOBALIZATION/INTERNATIONAL BUSINESS. Comprehend differences among various cultures and sub-cultures. Be more competent in dealing with human behavior differences among nations. (See Team Project for further information on this topic.)

HABITS AND SKILLS FOR EFFECTIVE LIVING AND LEADING. Develop personal and career habits and skills that will further organizational success and value-driven living and leading.

CREATIVITY and DECISION MAKING. Blend rational and imaginative methods in order to fulfill opportunities or solve problems.

EMOTIONAL INTELLIGENCE. Develop awareness and skills for such essential qualities as initiative, empathy, adaptability, persuasiveness, self-awareness and influence.

B. Outcomes to Manifest.

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

- Optimal development of your leadership skills.
- 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 enhance 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 which 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 MBFE program, and beyond it.

III. COURSE EXPECTATIONS

A. Readings
You are responsible for the assigned readings in each of the required texts. During each class meeting, a portion of the time will be dedicated to your participation in a “Round” in which you will each give your professional perspectives on a part of an assigned reading for that week.

B. Required Texts


C. Participation
Each student is expected to actively participate in each class activity and discussion. Sheer volume of participation is not what is meant; quality counts more than quantity, though regular active participation is important. More specifically, participation includes contributing to effective group process, offering insightful comments, giving useful feedback to classmates and carrying your part of the workload in all team assignments. Your Participation grade in the course will be influenced by how well you contribute to team assignment completion, class discussions and how well prepared you are for class.

Poor listening skills (side conversations are one example of this) can result in reduction of a course grade. Give each presenter the kind of attention and respect you want to receive when you present. Lateness to class may reduce your participation grade.
D. Attendance
Attendance at all class sessions is mandatory. All classes will start promptly as scheduled. Punctuality is expected and is considered to be one indicator of your overall class participation.

E. Key Course Projects
In addition to the course readings and class participation, there are four key projects that are required. Two are team projects regarding and two are individual projects that are generated out of the team projects. Project deliverables for each assignment include a paper and presentation.

**Team Projects:** Each project is described in more detail in section VII of this syllabus.

**Team Project I: Management Effectiveness Assessment**

**Purpose:**
- Design, develop and document, as a team, a 360° Feedback Assessment Instrument.
- Research, review, discuss and document the core competencies required of an effective manager.

**Due Date:** TBA

**Team Project II: Corporate Culture Assessment Team Project**

**Purpose:**
- Research, review, reflect on and document those factors that you believe should be included in an Organizational Culture Assessment.
- Begin to consider what makes for an effective and “high performing/value creating” company culture.
- Consider possible methodologies to assess organizational culture factors.

**Due Date:** Class TBA

**Individual Projects:**

**Individual Project I: Personal Effectiveness Improvement Program**

**Purpose:**
- Use previously team developed 360° Feedback Assessment Instrument to obtain multi-rater feedback on your work performance.
- Reflect and document a specific personal effectiveness action plan within your paper.

**Due Date:** Class TBA

**Individual Project II: Corporate Culture Diagnosis and Change Management Program**

**Purpose:**
- Increase organizational culture diagnosis skills
- Design and organizational change management program
- Assess you competencies as a potential change agent.

**Due Date:** Class TBA

IV. EVALUATION AND GRADING
Your final grade will be evaluated based on the following rubric:

- Management Effectiveness Assessment Team Paper: 20% of the grade
- Management Effectiveness Improvement Program Individual Paper: 15% of the grade
- Corporate Culture Assessment Team Paper: 20% of the grade
- Corporate Culture Diagnosis and Change Management Program Individual Paper: 15% of the grade
- Business Publication Articles analysis, discussion and on-line posting: 10% of the grade
- Class Participation: 20% of the grade

Grading and letter equivalents for this course.

95-100 = A
91-94 = A-
86-90 = B+
83-85 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
60-66 = D
50-62 = D-
50 and below = F
87-90 = B+
83-86 = B
79-82 = B-
75-78 = C+
71-74 = C

Norms: About 2% of students enrolled in the GSMB Professional MBA program maintain a GPA of 3.9 or better. The mean grade a year ago: 3.39 (3.3 or above = B+ and 3.7 or above = A-). At a typical graduation, out of 200 or 300 graduates, two will have a GPA of 3.97 and one will have a 4.0. Occasionally we have two with a 4.0, though sometimes we have none.

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.)” GSMB Catalog, pg. 29.

VI. CLASSROOM GUIDELINES

TACT WHEN DISAGREING. 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.

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. Students from formal backgrounds may prefer to address me as Professor Rhodes or Doctor Rhodes. If you like informality, call me Kent.

LATENESS. Emergencies at work, travel problems, 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. Always communicate with the professor in the case of problems that may result in your being late to class.

PAGERS, PHONES. Please, no paging, e-mail, or cell phones during class. If you require an exception, discuss it with the professor beforehand.

CONDUCT. All universities have rules. As a university with a distinctive religious heritage, Pepperdine has its own codes.

VII. COURSE PROJECTS GUIDELINES

Preparation Guide #1:
Management Effectiveness Assessment (Team Paper/Presentation)

Purpose:
- Design, develop and document, as a team, a 360° Feedback Assessment Instrument.
- Research, review, discuss and document the core competencies required of an effective manager.

Due Date: TBA

Content Requirements: Creativity in preparation and content is strongly encouraged. The following elements are required in your paper:
- Completed 360° Feedback Instrument, including rater instructions (include in the appendix of your paper).
- Thorough definition of all factors being assessed with clear examples of how they are effectively applied in a work setting by leader managers.
- Explicit references to assigned readings that review and discuss leader manager effectiveness actions, behaviors, roles, values, etc.
- Discussion and review of how and why feedback (especially multi-rater) is beneficial to improving management effectiveness.

References and Resources:
Please use the Edwards book, Part II to design, develop and document your 360° Feedback Instrument. You are also expected to integrate all other relevant assigned readings into your review and paper as appropriate.

Possible Paper Outline:
A. Introduction
B. Review of Management Effectiveness Factors
C. Our Team’s Effectiveness Factors Selection Methodology
D. Effective Factors Selected – Definitions, Rationale, Examples, etc.
E. Summary Statement
F. Appendix A: Our 360° Assessment Instrument, including administration instructions

Preparation Process Suggestions:
- Get organized – prior planning prevents poor performance. Spend at least 5% of your time together on front end preparation.
- Utilize effective teamwork practices (e.g., clearly define roles and responsibilities, open communications, etc.)
- Collaborate, discuss, confront, etc.

Evaluation Criteria
- Thoughtfulness and comprehensiveness of factors selected and presented: 40%
- Clarity and practical usefulness of 360° Instrument: 30%
- Appropriate use and integration of assigned readings: 10%
- Overall clarity, focus and organization of paper: 10%
- Appropriate use of APA formatting: 10%

Preparation Guide #2

Personal Effectiveness Improvement Program (Individual Paper/Presentation)

Purpose:
- Use previously developed 360° Feedback Assessment Instrument to obtain multi-rater feedback on your work performance.
- Reflect and document a specific personal effectiveness action plan within your paper.

Due Date: TBA

Content Requirements:
While there is flexibility in the content you cover, the following need to be included in your individually written paper:
- Your individualized 360° Feedback Instrument, including rater instructions (include in the Appendix of your paper).
• Quantitative and qualitative reporting and analysis of your multi-rater response pattern.
• Thorough discussion of the results and their meaning to your management effectiveness. You may speculate, hypothesize or otherwise discuss your aggregated multi-rater response pattern.
• An organized and behaviorally specific set of action plans that will constitute your Personal Effectiveness Improvement Program.

References and Resources:
The 360° Feedback Instruments developed in written assignment #1. Review all other relevant assigned readings with emphasis on the Edwards text. Use other team members as appropriate as sounding boards.

Possible Paper Outline:
A. Introduction
B. Brief Review of Your Management Effectiveness Criteria
C. Administration of Multi-Rater Methodology
D. Presentation of Findings/Results
E. Discussion of Key Findings/Results
F. Specific Personal Effectiveness Improvement Program (in Appendix)
G. Summary and Conclusions
H. Appendix A: Your 360° Assessment Instrument, including administration instructions

Preparation Process Suggestions:
• Get organized – prior planning prevents poor performance.
• Select and give your raters a heads-up even before you have the 360° Instrument complete.
• Focus most of your attention on linking findings to specific improvement program action plans.

Evaluation Criteria:
• Thoughtfulness and comprehensiveness of factors selected and presented: 40%
• Clarity and practical usefulness of 360° Instrument: 30%
• Appropriate use and integration of assigned readings: 10%
• Overall clarity, focus and organization of paper: 10%
• Appropriate use of APA formatting: 10%

Preparation Guide #3

Corporate Culture Assessment (Team Paper/Presentation)

Purpose:
• Research, review, reflect on and document those factors that you believe should be included in an Organizational Culture Assessment.
• Begin to consider what makes for an effective and “high performing/value creating” company culture.
• Consider possible methodologies to assess organizational culture factors.

Due Date: TBA

Content Requirements:
• A clear definition and discussion of each of the factors that you believe should be included in a Corporate Culture Assessment.
• A behavioral discussion of how each dimension or factor would look in a high performing, value creating and effective company and what management actions would be influencing this positive result.
• A discussion of possible assessment methodologies you would use to evaluate a specific company against your assessment factors.

References and Resources:
The Robbins text, beginning on page 230 gives a broad overview of Culture. Please do not consider this definitive but just a starting point for your review. You are also expected to integrate all other relevant assigned readings and team resource texts into your work and paper as appropriate.
Possible Paper Outline:
A. Introduction
B. Review of Key Organizational Culture Factors
C. Behavioral Descriptions of Culture Factors in a High Performing/Value Creating Company
D. Leader-Manager Actions to Positively Influence Cultural Factors
E. Summary

Preparation Process Suggestions:
• Do your research to determine your factors before you begin writing.
• Utilize other team members as feedback sources and information resources.
• Review some professional journals for ideas and discussions regarding factors.

Evaluation Criteria:
• Thoughtfulness and comprehensiveness of factors selected and presented: 25%
• Clarity and practical usefulness of discussion about behavioral descriptions of factors and their implication for leader-manager action: 40%
• Thoughtfulness and completeness of suggested assessment methodologies: 15%
• Overall clarity, focus and organization of paper: 10%
• Appropriate use of APA formatting: 10%

Preparation Guide #4

Corporate Culture Diagnosis and Change Management Program (Individual Paper/Presentation)

Purpose:
• Increase organizational culture diagnosis skills
• Design and organizational change management program
• Assess your competencies as a potential change agent.

Due Date: TBA

Content Requirements:
While there is significant latitude in how you present your material, the following need to be included in your paper:
• Complete index of your “Organizational Culture Factors.”
• Clear and specific descriptions of your assessment approaches and methodologies.
• Change management program for the organization being studied (the details of this program may be included as an appendix)
• The prospective role you would play if you were going to work with the organization to implement the change program. (i.e., define your roles as a potential change agent”).

References and Resources:
Use all reading assignments and texts relevant to culture and change.

Possible Paper Outline:
A. Introduction
B. Assessment Factors Used in Study
C. Organization Background and Assessment Methods
D. Findings and Observations
E. Discussion of Findings and Observations (refer to Appendix A)
F. Potential Change Agent Roles and Actions
G. Summary and Conclusions
H. Appendix A: Organizational Change Management Program

Preparation Process Suggestions:
• Get organized –
• Handle your interactions with studied organization in a professional and confidential way.
  Have clear method to obtain information, work as an organizational diagnostician-change agent, and provide organization personnel.
Evaluation Criteria:

- Thoughtfulness and comprehensiveness of proposed change management program: 20%
- Clarity and practical usefulness of assessment approaches and methodologies: 20%
- Quality of discussion and observations of the assessment findings and your prospective role as a potential agent of change in implementing the proposed program of change: 40%
- Overall clarity, focus and organization of paper: 10%
- Appropriate use of APA formatting: 10%