PEPPERDINE UNIVERSITY

THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

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TERRI EGAN, Ph.D.

BSM 468.45-FL

ORGANIZATIONAL BEHAVIOR

SPRING 2015

FLEX SCHEDULE

CLASS TIMES

Saturday sessions meet 8-5

January 10
January 16-18 (weekend communication workshop)
February 7
March 7
April 11

Online course lessons as noted in syllabus

IRVINE GRADUATE CENTER
SYLLABUS
ORGANIZATIONAL BEHAVIOR
BSM 468.45-FL
SPRING 2014

Face to face sessions at Irvine Graduate Center: 1/10, 2/7, 3/7, 4/11
Online sessions through Sakai
Communication workshop at Dana Point, Doubletree 1/16-1/18

Terri Egan, Ph.D.
tegan@pepperdine.edu
Home Phone: (949) 542-7875 -- before 10pm please
Office Phone: (949) 223-2564
Office Hours: by appointment

COURSE DESCRIPTION

This course includes the study of personal, interpersonal, small group, and organizational behavior, with an emphasis on managing people. Topics include leadership, communication, ethics, group dynamics, decision-making, self-awareness, motivation, perception, influence, learning and the management of change and conflict. Class dynamics serve as significant examples for understanding organizational behavior.

A weekend, live-in communication workshop assists students in obtaining a more accurate understanding of their patterns of communication and relation to others. Students failing to complete the communication workshop with the course of record will not be permitted to continue.

COURSE OBJECTIVES

At the end of this course you should:
1. Understand the relationship between personal development and managerial effectiveness.
2. Become aware of how your own patterns of behavior are impacting your personal and professional results.
3. Develop your ability to understand and predict behavior at the individual, interpersonal and group level by applying different theories to real time issues.
4. Improve your communication effectiveness.
5. Enhance your ethical reasoning and decision-making capability.
6. Understand the impact of national culture on organizational behavior.
7. Develop and practice collaborative skills with your team in order to transfer that knowledge to the workplace.
8. Improve your goal setting and career development skills.
TEXTS AND COURSE MATERIALS


MyManagementLab – online supplement that comes with the Organizational Behavior text *(MML)*

Articles and videos as assigned

Assessments as assigned, found in Self Assessment Lab *(SAL)*

COURSE PHILOSOPHY

*Respect your fellow human beings, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it.*

Bill Bradley

This class is a learning laboratory. Together we will create a learning community. **Everyone is responsible for making sure that learning takes place.** This class is delivered in a flex format that combines online asynchronous lessons with day-long face to face workshops. Come to all classes prepared to ask questions, comment on the readings and describe *specific* applications of what you are learning to your work or daily life. I will come prepared to offer "mini" lectures, answer questions, assist you with process issues, moderate case discussions, facilitate exercises and provide feedback.

This course requires a great deal of participation. This can be a challenge for some – but will get easier with time. The ability to articulate your ideas and engage in productive, respectful dialogue with others is an important management and leadership skill.

Measuring achievement

This course is designed to give you a large number of opportunities to "try out" what you learn in individual and group settings and receive feedback about your performance.

**Evaluation criteria include:**

1. The quality and quantity of your written and oral participation.

2. How well you UNDERSTAND, INTEGRATE and APPLY the material we are covering in your personal and professional life.

3. Your demonstrated ability to understand and impact the PROCESS level of human interaction. Do you offer salient “process observations: on a regular basis? Are you impact
your colleagues in class, online and in your learning team? What are you learning about group dynamics, the management of team projects, learning teams and the class dynamics?


5. The effectiveness of your contributions to team productivity.

**Attendance**

I assume you will attend all face-to-face class sessions and participate fully in the online forums. If you miss part of a Saturday class, please prepare a 5 pg. paper discussing the assigned topic and how it relates to your work environment. If you fail to turn in the make-up assignment your participation grade will be reduced by 15%. Missing a full day of class automatically results in a 10% reduction in your participation grade.

**Grading**

Rubrics for participation and written work will be handed out and discussed 1/10.

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<th>Range</th>
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<td>70-72.99</td>
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**ASSIGNMENTS**

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<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mindset Map</td>
<td>2/7</td>
<td>5</td>
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<td>Leadership Legacy Plan</td>
<td>3/7</td>
<td>10</td>
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<tr>
<td>Learning Team Evolution Paper</td>
<td>4/11</td>
<td>20</td>
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<tr>
<td>Participation - online and in class</td>
<td>Ongoing</td>
<td>30</td>
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<tr>
<td>Quizzes (4)</td>
<td>Ongoing</td>
<td>20</td>
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<tr>
<td>Global Business Briefing – LT</td>
<td>Specific dates in March t.b.d.</td>
<td>15</td>
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<td><strong>Total Possible</strong></td>
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<td><strong>100</strong></td>
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**Individual Assignments**

**Mindset Map (3 pages – double spaced, maximum 5 points)**

Our mindsets operate like an internal map that helps us navigate and make sense of our inner and outer worlds. Mindsets include the beliefs, values and attitudes that shape our interpretations and actions.

This assignment will help you examine and understand your mindset map by addressing questions like: Which people and events have shaped me? What motivations drive me? What are my core values? What do I love, hate, fear, avoid, and want? What is my self-concept or self-image?
Describe and analyze the key influences that have shaped you (family, neighborhood, city, region, friends, mores, schools, customs, religion, business practices, national influences, codes of conduct, occupational norms, etc.).

Balance description and analysis. Example: I grew up as an only child. The idea that conflict was a natural part of getting along with others was not part of my experience. Whenever my friends would begin to argue with their brothers and sisters I could go home. As a young professional I was very uncomfortable with conflict. My strategy – check out (go home) physically or mentally. The result, I reduced my emotional discomfort but lost opportunities to benefit from constructive conflict.

_Leadership Legacy Paper (5 pages double spaced, maximum 10 points)_

We all leave a legacy. This assignment is designed to help you architect your personal and professional life so that you will have more of the impact that you desire. The first step is creating a personal mission statement. There are a number of ways to craft your own statement. Here is one approach from Forbes magazine [http://www.forbes.com/sites/stevecooper/2013/05/17/whats-your-personal-mission-statement/](http://www.forbes.com/sites/stevecooper/2013/05/17/whats-your-personal-mission-statement/)

Once you have completed your mission statement, reflect on your current set of skills and abilities and create a written professional development plan to help you move towards your mission. This paper should include the following:

1. Your written mission statement. Please don’t use the automatic mission statement generator. Yes, it exists. No, it won’t really do you justice.

2. An analysis of your individual strengths and weaknesses. Draw from material presented in class, self-reflection and feedback from team members, family members and other colleagues to provide a comprehensive self-examination. Please include results from the assigned self-assessments that we have used in class.

3. A plan to implement a series of experiments designed to help you improve in each of the areas of needed change. It is important to be specific, avoid change strategies such as, “I will overcome my tendency to not speak up in a group by being more assertive.” Even though the statement may be true, the real issue is the lack of assertiveness, therefore, the underlying, more in depth, response is one that describes specific plans to increase assertiveness.

_Learning Team Evolution Paper (7 pages double spaced, maximum 20 points)_

The purpose of this individually written assignment is to review the evolution of your learning team so that you can gain new insight about how to develop effective teams in the future.

Please organize this paper into the four sections outlined below. Give roughly equal emphasis to each part of your paper. **Include references to the theoretical/conceptual basis for your description and analysis.**

1. What happened within your learning team? You are expected to write about most of the following.

   A. Group goals and objectives.
   B. Cohesiveness
   C. Norms
   D. Communication patterns and characteristics (including how feelings were handled)
E. Division of labor and roles  
F. Leadership and influence  
G. Handling of disagreement and conflict  
H. Management of the group process  
I. Other issues which you may see as being important

Describe the evolution of the above characteristics from the early life of the team through the middle and into the final phases of your team experience.

2. Using examples from your experience, illustrate why you believe these characteristics emerged and changed as they did in terms of the interaction of:

A. Background factors of the individuals  
B. The required activities of structures of the course  
C. Key events and/or other influences

3. What were the consequences for the team? Describe and explain the consequences of this emergent system for group productivity, satisfaction, and growth throughout the trimester.

4. What were the consequences for you? Describe and explain:

A. Your individual behavior as a member of the team in terms of your values, beliefs, goals and competencies.

B. The consequences for your learning and growth as a person and leader/manager.  
Spend some time with this part of the paper. What have you learned about yourself and others that you can put to work to meet your goals for your life and your work? What are you next steps in this kind of learning? (Be specific here. Relate what you write to your analysis of your behavior and experiences in the team.)

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

D. Evaluate each team member using the criteria developed and agreed upon at our 2/7 class meeting. Assign each member a rating of 1-5 for their overall team performance.

Learning Team Assignments

Global Business Briefing (Maximum 15 points)

The purpose of the assignment is to examine the influence of culture on management practice in a non-English speaking (Asian, Latin-American, African, Middle-Eastern or European) country. At the end of your presentation the class should understand the basics of doing business in the country that you select. Please coordinate with other teams to ensure that there is no duplication of regions!

The learning team presentation should address the following issues:

Content:
Historical underpinnings of the culture – select five key events in history that shape the current environment.

Application of Hofstede’s cultural values frameworks

Cultural norms and expectations

The influence of culture on specific management practice i.e., the extent to which culture impacts:
- communication/conflict management
- performance appraisal
- motivation/reward systems
- leadership styles
- ethical behavior

In addition to the usual sources of information (e.g., the Internet, books, articles, a visit to the consulate) you may also wish to broaden your knowledge base in other ways. A visit to a cultural event, reading a novel, or viewing a movie about your selected country could expand your understanding of culture and history and provide additional insights in your presentation.

Process:

- Prepare and deliver an interesting presentation that can be delivered asynchronously. **Do not read from a script.**
- Allow the class to take an active role. That is, encourage participation through role-plays, experiential activities, discussion questions or a case analysis. Involving class members will strengthen interest and help reinforce key learning points.

Regarding Papers

Papers received after the beginning of class on the day that they are due will be considered late. The penalty for late papers is a 5% reduction in grade per day late. Please bring a hard-copy of your paper to class and email me a soft copy.

*Tip: Keep a Learning Journal (Optional)*

Keeping a journal provides you with a systematic way of integrating your class learning into your daily life through the process of reflection, application and integration.

Key questions – (1) how can the discussions, exercises and readings in class help me make sense of my observations and experiences, AND (2) how can I use my newfound learning to get the results that I desire?

Some additional questions to consider: What happened and why did it happen? How did I react – think, feel, act? What do the discussions/readings/theories from the course contribute to my understanding of my observations and experiences?

University Code of Ethics

See “University Code of Ethics” in the current [Academic Catalog](#)

Originality of Work

Please remember that failing to provide citations for the words or thoughts of another is considered plagiarism. Citations must be provided for direct quotes as well as paraphrases.
Policy on Disabilities

Assistance for Students with Disabilities

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.
## Class Schedule
Specific assignments for online classes after 2/7 will be posted the first week of class

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
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</table>
| 1/10 Meet at IGC 8-5 | Overview of organization behavior  
Creating a high impact learning community | Review syllabus R&J 1-3 | Before class complete the following:  
Take Job Satisfaction & Job Involvement assessments (SAL)  
View Herman Miller video (MML)  
View RSA Reimagining Work Video ([http://vimeo.com/75407545](http://vimeo.com/75407545)) |
| 1/12 Online Lesson 1 | Understanding individuals: emotions, moods, personality and values. | R&J 4-5  
Egan & Feyerherm – Emotional Dynamism | Assessments:  
EI Assessment (SAL)  
What’s My Basic Personality (SAL)  
How Well Do I Handle Ambiguity (SAL)  
Meet with your thought partner for 30 minutes and discuss areas of strength and areas for development based your self-assessment data. *  
Complete Human Resources & Diversity Simulation (MML) and post responses to discussion questions. Comment on two others posts.  
Each learning team posts one article about the country that they’ve selected for the Global Briefing assignment.  
Read each of the articles posted for the Global Briefing assignment. Comment on two of the four articles.  
Take quiz chapters 1-3 |
| 1/16 (7:30)  
1/17 (8a.m. -9 p.m.)  
1/18 (9a.m. - noon) | WEEKEND COMMUNICATION WORKSHOP  
Doubletree Hotel Doheny Beach, Dana Point | Rock – Act 1  
Lahl & Egan – Bridging the Complexity Gap | Bring = text books, journal and personal artifact, curiosity  
Dress code=casual |
| 1/19 Online Lesson 2 | The Individual at work: perception, decision-making. | R&J 6 | Complete Individual Behavior Simulation (MML) and respond to discussion questions on Sakai. Post comments on two other posts.  
Watch TedTalk - How we make choices |
Reflect on a work related dilemma that you are currently facing. Post a brief description of the dilemma and apply the rational decision-making model to your issue. Describe how perceptual biases might impact your decision.

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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Online Lesson 3</td>
<td>Motivation</td>
<td>R&amp;J 7-8</td>
<td>Complete Motivation Simulation (MML) and post responses to discussion questions. Comment on two other responses. Watch RSA Animate video DRIVE <a href="https://www.youtube.com/watch?v=u6XAPnuFjJc">https://www.youtube.com/watch?v=u6XAPnuFjJc</a> Take 3 self-assessments in Motivation Insights (SAL) Post two ideas about how you can improve the motivating potential of your current job. Comment on two other posts. Take quiz chapters 4-8 Attend office hours (scheduled on Sakai)</td>
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<td>2/7</td>
<td>Meet at IGC 8-5</td>
<td>Individual level application and integration</td>
<td>Rock Act 2</td>
<td>Mindset Map Assignment Due – bring to class</td>
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<td>2/9</td>
<td>Online Lesson 4</td>
<td>Foundations of group behavior and teams</td>
<td>R&amp;J 9-10 Articles as assigned</td>
<td>Complete Teams Simulation (MML) Complete Virtual Team Simulation (MML) Respond to discussion questions and post response to two other responses. Watch videos as assigned Complete self assessments as assigned</td>
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<td>2/18</td>
<td>Online Lesson 5</td>
<td>Communication and leadership</td>
<td>R&amp;J 11-12 Articles as assigned</td>
<td>Complete Communication Simulation (MML) Complete Leadership Simulation (MML) Respond to discussion questions and post response to two other responses. Watch videos as assigned Complete self assessments as assigned Take quiz chapters 9-12 Attend office hours (scheduled on Sakai)</td>
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<td>Date</td>
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<td>3/7</td>
<td>Meet at IGC 8-5</td>
<td>Groups and team level application and integration</td>
<td>Rock Act 3&amp;4</td>
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<td>Leadership Legacy Plan Due – bring to class</td>
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<td>3/9</td>
<td>Online Lesson 6</td>
<td>Power &amp; Politics Conflict &amp; Negotiation</td>
<td>RëJ 13-14 Articles as assigned</td>
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<td>Global briefing team 2 and 3</td>
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<td>Watch videos as assigned</td>
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<td>Complete self assessments as assigned</td>
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<td>3/23</td>
<td>Online Lesson 7</td>
<td>Foundations of organization structure Organization culture</td>
<td>RëJ 15-16 Articles as assigned</td>
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<td>Global briefing team 3 and 4</td>
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<td>Take quiz chapters 13-16</td>
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<td>Attend office hours (scheduled on Sakai)</td>
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<tr>
<td>4/11</td>
<td>Meet IGC 8-5</td>
<td>Organization and systems level application and integration</td>
<td>Learning Team Evolution Paper Due – bring to class</td>
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Schedule may be adapted or altered as exigencies arise.