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

TERI C. TOMPKINS

BSCI 651.21

HUMAN BEHAVIOR IN ORGANIZATIONS

Fall 2013

6 – 10 p.m.

WLA CAMPUS

SYLLABUS
July 22, 2013

Watch this section for newest revision date

August 26, 2013 (added team 5 the schedule for “Team Led Case” and “Skill Training Module” presentations”

Delayed the Team Skills Training by one week. Moved Exam C to November 18. Everest Simulation will be November 11.
HUMAN BEHAVIOR IN ORGANIZATION
BSCI 651.21
Fall 2013

Mondays, 6 to 10 p.m.
WLA

Teri C. Tompkins, Ph.D.
Pepperdine Office located at Irvine Graduate Campus

Telephone & Text message:  (909) 331-2941 – don’t forget to sign your name to the text message
Email: teri.tompkins@pepperdine.edu

If you do not receive a reply to your email or phone call within 12 hrs or if it is becoming urgent, use an alternative communication, e.g., text or call me even if it’s not “best times” listed below.

Office Hours: Encouraged and by appointment. I welcome longer get-acquainted/mentoring calls after class on my drive home. Check with me in class to see if I have an opening.

Best time to call. Most evenings 8:30 to 10 pm; 1st/4th TU and all M/W/TH 10 am to 3 pm. Fridays and weekends are catch-as-catch-can – you might also try texting on those days.

Group meeting calls: I welcome brief calls when your group is meeting and needs quick clarification or direction, even if it is not “best times to call.”

Info for Students to Redirect e-Mail: https://wikis.pepperdine.edu/display/GSBME/Redirect+Your+E-Mail
All school and faculty correspondence will be sent to your Pepperdine email, so please redirect it if you don’t check your Pepperdine account every day.

Course Description

Students learn behavioral issues related to self-awareness, perception, communication, motivation, productivity, group behavior, leadership, organizational change, diversity, ethics, career planning, and stress. Oral and written communication skills are emphasized. In addition to regular class sessions, a required residential personal development workshop assists students in attaining an accurate understanding of their patterns of communication and relating to others. Students must complete the personal development workshop in order to continue in the course.

Student Learning Outcomes

This course is designed to help you achieve the success that you desire. Specifically, the course provides you with general management skills and best practices that will help you enhance your job effectiveness, career development, and general well being – regardless of your particular job, profession, or industry. To help you achieve these goals, this class gives you an opportunity to:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>HOW MEASURED?</th>
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<tbody>
<tr>
<td>Assess &amp; evaluate your managerial style in a way that shows self-reflection</td>
<td>Oral presentation reflections, peer evaluation,</td>
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<tr>
<td>and insight. (e.g., goals, styles, strengths, weaknesses, and how you are</td>
<td>Food for Thought, Journal, and class participation.</td>
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<tr>
<td>perceived by others). Recognize effective and ineffective behaviors when</td>
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<td>relating to others (including ethics); analyze how to improve those</td>
<td></td>
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<tr>
<td>relationships.</td>
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</table>
Learn a broad variety of skills that will help you develop mutually supportive work relationships that help you, others, and the organization achieve better quality results in less time using fewer resources (if you can do this, you are very likely to be in high demand).

| Form an effective team and team process. Manage & evaluate the team process. | Peer evaluation, team skills presentation, Food for Thought, Journal, and class participation. |
| Learn how to analyze cases. | Team Led Cases, class activities, Workshop case |
| Demonstrate effective oral communication skills. | Team start-up presentation, team-led case, and team skill training. |
| Develop and help establish a class psychological contract and mission that enhances learning, and contributes to the improvement of communities. | Participation and your attitude. |

**TOTAL DIRECTED INSTRUCTION HOURS:** (60 hours)

**Texts and Course Materials**

**TEXTS** Note: Please get the book in advance because you have pre-work to do for the first day of class.
2. Learning with Cases by J. A. Erskine, M. R. Leenders, & L.A. Mauffette-Leenders (buy used if possible). *Highly recommended* (but you can watch voice thread power point presentation).
3. The Seven Habits of Highly Effective People by Steven Covey (inexpensive amazon.com purchase)
5. To be provided by GSBM: 1) Big Five Workbook, Centacs. 2) LSI (Learning Styles Inventory); 3) Thomas Kilman Conflict Mgmt assessment; 4) Big Five Inventory (link sent via Centacs email).

**ADDITIONAL READINGS**

Most cases, articles, and other readings are available at [www.Study.Net](http://www.Study.Net). Register first. Then select “Pepperdine University.” Select BSCI 651: Human Behavior in Organizations (Tompkins). **FALL 2013,** Cost is around $47 for the downloads. Several articles are available, for free, in Pepperdine Library as noted in Schedule – click the hyperlink under each session (schedule of classes below) to access the article. If the hyperlink fails, search for the article via the Pepperdine Library search engine.

**OTHER COURSE MATERIAL NEEDED**

1. **Laptop Computer:** Each student will need access to a laptop computer with wireless internet access for class session(s) on the days noted in the syllabus. **You may** also need it for group meetings (please make arrangements to borrow from a friend if you do not own one. Please test internet access several weeks before Everest Simulation). If you have problems connecting, contact HELP desk (310- 506-HELP) or go to the IT desk in the Library.

**Grading**

**Class preparation & participation:** All readings and self-assessments are to be completed prior to the day on which they will be discussed in class. Contribute to class discussions about the readings every week. Share your insights and experience or ask a question.
This is Me: This is a form to be completed and brought to the Personal Development Workshop (and uploaded to “assignments” tab in Sakai).

Journal: Keep a weekly journal. “Reflect upon this week’s assignment and what it means to you by answering the following questions.” 1) What did I do this week that contributed to the betterment of my company, my social/family network, or my life? 2) What did I discover this week from applying this week’s course material? 3) What is holding me back? If I were proactive, what might I do better or differently to change the situation? You will turn in your Journal entries twice during the trimester. Upload to Sakai- “Assignments” tab. No more than 3 double-spaced pages per week. Times New Roman 10 to 12 font, 1 inch margins.

Exam Part A & B: Two timed multiple choice and true/false exams on material from Management Skills textbook. Most questions are applied. Exam is open book, but there is limited time (about 1 minute per question). No collaboration during the test is allowed; this is an individual exam.

Exam Part C: A timed essay exam on material based on our course objectives. There will be three or four questions. Exam is open book, but there is limited time (three hours). Access the exam from Sakai under assignments tab. You must finish it within the allotted time. Preparation: Review course objectives and select a variety of frameworks from course material (texts, cases, articles, assessments) to organize your learning related to the objective. Review your notes. Make a list of examples related to the objective (either from class, professional or personal life). Prepare a bibliography per APA standards prior to the exam. No collaboration allowed; this is an individual exam.

Food for Thought Papers: At the end of each chapter of the Caproni textbook, there is a section called “Food for Thought” (FFT). For each FFT assignment, note the Caproni chapters that were covered during that time period, and select one (1) FFT question to answer from any of the chapters during the covered period. For example, FFT #1 might include chapters 1 & 2. FFT #2 might include chapters 4, 6 & 8. You only need to select one (1) FFT question from one (1) of the covered chapters. For example, FFT #1 you might select question 2 from Chapter 1 (you do not need to do another question from chapter 2).


Team Start Up Presentation: This assignment is an oral presentation where you, and your team, present the learning outcomes of your team’s social event, and the team’s decisions on its goals, roles, Performance Evaluation System (PES), and Team Effectiveness Questionnaire (TEQ), and your ability to report on group process and individual reflection. See details in Sakai, under “assignments” tab.

Team Led Case Discussion: Each team will lead a case discussion by developing a teaching plan. Once cases are selected, study the case using “Learning with Cases” methods, then set up team phone conference with Dr. T to discuss.

Skill Training Module (Team Project): This assignment is based on the assumptions that (1) students have much to offer other members of the class and (2) we often learn most by teaching others. You will work in a team to develop and present a creative and engaging training module designed to improve class members' expertise in a particular management skill that will help them enhance their effectiveness, careers, or well-being (or all of these). You will also develop a three-page professional handout to supplement your module and distribute this handout to all students and the professor during your training session. Additional information about the module is included near the end of this syllabus. See detail in Sakai, under “assignments” tab.

Peer Evaluation Forms: These forms, located in Sakai under “assignments tab,” are to be completed within 2 weeks following each team presentation. Your team should first complete a PES and TEQ as a group. Then submit an individual Peer Evaluation Form by uploading it to Sakai. In addition, print a hard copy and give to Dr. T no later than two weeks after you made your presentation or, if class doesn’t meet that day, bring it to the next class session following its due date.
Evaluation (grades are usually posted under the “assignment” tab or “tests & quizzes” tab, not the “gradebook” tab):

Final grades will be determined by the following components and weighting:

- Individual: Syllabus quiz 1 point
- Individual: This is Me Assignment CR/NC (NC = minus 3 points)
- Individual: Journal check (two times) CR/NC (NC = minus 2 points per submission)
- Individual: Food for Thought Paper #1 3 points 3=exceptional, 2=good, 1=poor
- Individual: Food for Thought Paper #2 3 points 3=exceptional, 2=good, 1=poor
- Individual: Food for Thought Paper #3 3 points 3=exceptional, 2=good, 1=poor
- Individual: Caproni Text Exam Part A & B 15 points
- Individual: Essay Exam Part C 30 points
- Learning Team: Team start-up presentation 15 points
- Learning Team: Team-Led Case 15 points
- Learning Team: Team skill training module and handout 15 points

Penalties lying in wait

Inadequate class participation/preparation
- Can drop grade up to 10 points off entire class grade.

Missing or late This is Me report
- Can drop grade 3 points if missing. Late: Lose 1 point/week.
- Missing: lose 1 point per form. Late lose .25 point/week

Missing or late Peer Evaluation Form
- Missing: lose 2 points per Journal submission. Late lose .67 points/week

Missing or late Journal
- Forgetting to give Dr. T a complete copy of all materials BEFORE oral presentation begins. Minus 1% of total possible.

Attendance & Policies: To receive full credit for the course, you must fully attend all classes. Please contact me if you anticipate missing any part of the class. I may ask for feedback from your classmates about the impact of student participation on their classroom learning. Except where noted, papers are typewritten, double spaced, ½ inch indent each paragraph. Include subheadings. 12 point Times Roman. Name on paper. Upload Word Documents (not PDF). Name all files that you submit in the following order: Assignment name Last name First initial. Example Journal#1 Tompkins T

GRADE DISTRIBUTION

Final Grades will be determined by the following percentage:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.00 - 100%</td>
<td>4.0</td>
<td>E</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 94.99%</td>
<td>3.7</td>
<td>E-</td>
</tr>
<tr>
<td>B+</td>
<td>87.50 - 89.99%</td>
<td>3.3</td>
<td>M+</td>
</tr>
<tr>
<td>B</td>
<td>82.50 - 87.49%</td>
<td>3.0</td>
<td>M</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 82.49%</td>
<td>2.7</td>
<td>M-</td>
</tr>
<tr>
<td>C+</td>
<td>77.50 - 79.99</td>
<td>72.50 - 77.49</td>
<td>2.0</td>
</tr>
<tr>
<td>C</td>
<td>72.50 - 77.49</td>
<td>70.00 - 72.49</td>
<td>1.7</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 72.49</td>
<td>68.00 - 69.99</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Note: Completing assignment per specifications yields a “meets expectations.” To earn an “exceeds expectations” you must go significantly beyond the requirements of the assignment demonstrating insight, clarity, research, application, analysis, synthesis, and evaluation.

The “scores” below are sometimes used when grading papers/exams.

<table>
<thead>
<tr>
<th>Score</th>
<th>GPA</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>3.55</td>
<td>90.5%</td>
</tr>
<tr>
<td>A+ / A</td>
<td>3.44</td>
<td>89.4%</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>88.3%</td>
</tr>
<tr>
<td>B+ / B</td>
<td>3.22</td>
<td>87.2%</td>
</tr>
<tr>
<td>B</td>
<td>3.11</td>
<td>86.1%</td>
</tr>
<tr>
<td>B / B+</td>
<td>3.00</td>
<td>85.0%</td>
</tr>
<tr>
<td>B</td>
<td>2.88</td>
<td>83.8%</td>
</tr>
<tr>
<td>C</td>
<td>2.77</td>
<td>82.7%</td>
</tr>
<tr>
<td>C / C-</td>
<td>2.66</td>
<td>81.6%</td>
</tr>
<tr>
<td>C</td>
<td>2.55</td>
<td>80.5%</td>
</tr>
<tr>
<td>C+</td>
<td>2.44</td>
<td>79.4%</td>
</tr>
<tr>
<td>C+ / C</td>
<td>2.33</td>
<td>78.3%</td>
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<tr>
<td>C</td>
<td>2.22</td>
<td>77.2%</td>
</tr>
<tr>
<td>C / C+</td>
<td>2.11</td>
<td>76.1%</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>75.0%</td>
</tr>
<tr>
<td>C / C-</td>
<td>1.89</td>
<td>73.9%</td>
</tr>
<tr>
<td>C</td>
<td>1.78</td>
<td>72.8%</td>
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</table>
**Peer Evaluation**

Each individual will rate all of the other members of their group at the conclusion of each Learning Team Assignment. The purpose of the assessment is to evaluate the contributions of team members and provide information regarding strengths and areas of needed improvement for that particular assignment. As a group, please make time to discuss the contributions made by each team member before, during and after completing a group project. No group member can receive less than 90% (unless they did not contribute at all to the project) or more than 107%. A grade cannot exceed the total point value for that assignment. I will use the average of all Rater Scores to determine the actual grade for the assignment. Please review the peer evaluation form carefully before filling it out. Note that a difference of only three (3) points between highest and lowest score is often the difference between a third of a grade, e.g., the difference between an A and A- or an A- and B+.

For example:

<p>| | | | | |</p>
<table>
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<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>7 team members</td>
<td>Score from Rater</td>
<td>Average Score from all members</td>
<td>Project Grade from Professor</td>
<td>Actual Grade for the Assignment</td>
</tr>
<tr>
<td>Heather</td>
<td>107.00%</td>
<td>106.00%</td>
<td>89%</td>
<td>94.34%</td>
</tr>
<tr>
<td>Jose</td>
<td>Rater</td>
<td>100%</td>
<td>89%</td>
<td>89.00%</td>
</tr>
<tr>
<td>Shane</td>
<td>100.00%</td>
<td>98.55%</td>
<td>89%</td>
<td>87.71%</td>
</tr>
<tr>
<td>Lilly</td>
<td>100.00%</td>
<td>100.00%</td>
<td>89%</td>
<td>89.00%</td>
</tr>
<tr>
<td>Kia</td>
<td>98.00%</td>
<td>99.45%</td>
<td>89%</td>
<td>88.51%</td>
</tr>
<tr>
<td>Kathy</td>
<td>93.00%</td>
<td>92.00%</td>
<td>89%</td>
<td>81.88%</td>
</tr>
<tr>
<td>Ali</td>
<td>102.00%</td>
<td>104.00%</td>
<td>89%</td>
<td>92.56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600%</td>
<td>700%</td>
<td></td>
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</tr>
</tbody>
</table>

Notice the total = 600%
6 people X 100 points each
The total on the form MUST equal exactly 100 times the number of team members not including you.

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Team Members have the option of firing an uncooperative or unproductive member after consultation with instructor. Appropriate team processes must be in place (performance feedback, warnings, conflict management) before firing. Firing will result in loss of points for that student, which will decrease that student’s grade.

***Professor will solicit peer feedback that will be used to adjust team assignment grades should there be unequal contribution to the team’s products and processes.

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**PERSONAL DEVELOPMENT AND LEADERSHIP WORKSHOP**

The Personal Development and Leadership Workshop is a vital part of the philosophy and processes of our school of business and management; alumni surveys confirm that the Personal Development and Leadership Workshop is a very influential experience.

It is REQUIRED that you attend and pass the workshop to continue in BSCI 651. You must attend all sessions and be on time. For your safety, you are expected to stay at the hotel overnight as we work late and begin early. It is to your advantage to participate in meals and break times with your classmates – therefore do not bring guests to the hotel with you as they will be disappointed in how little time you have to spend with them. Do not engage in activities (partying or staying up extremely late) that limit your ability to participate fully in the workshop.

Additional information and assignments are posted in Sakai under BSCI 650 (not 651).
### Schedule of Classes

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Homework Due (graded assignments are in red text)</th>
</tr>
</thead>
</table>
| Sept. 6-8  | Personal Development and Leadership Workshop                           | □ Bring an artifact that represents you to Friday night session. (e.g., trophy, hobby item, passport, photo, grandfather item)  
□ Bring, Complete the TWO (2) pages of "This is Me" at the end of the syllabus and post in the BSCI 651 "assignments" tab of Sakai AND print and bring a copy for Dr. T to the workshop on Friday night: Note: No other student in the class can see your drop box. It is confidential.  
□ Read Chapter 3 in Learning with Cases or at least watch a “voice-thread” overview of Learning with Cases, chapter 3, which has been posted in BSCI 650 of Sakai.  
□ Read everything posted in Sakai course BSCI 650 (not 651) “Resources” tab.  
□ Read the Workshop case (posted in Sakai BSCI 650) & then make notes using the short and long cycle process (chart on p. 34 Learning with Cases reading or see voice thread or powerpoint). Do not spend more than 1 to 2 hours on the short and long cycle process – we will also work in teams before presenting your findings.  
□ Read The Psychological Contract (located in www.study.net – in the article called “Organizational Behavior: An Experiential approach). See page 3 of this syllabus to access study.net.  
□ Fill out LSI (Learning Styles Inventory) and score it. Bring to workshop.  
□ Bring 5 items of recycled trash – such as containers, boxes, plastic. |
| 7 pm FRI to noon SUN | FOOD  
 There will be coffee/tea, assorted finger sandwiches and a vegetable tray available from 6:00 p.m. in our meeting room Friday night.  
 There will be coffee/tea, Danish or muffins & fruit on Saturday morning beginning at 8 a.m. in the meeting room.  
 Cookies, or similar, at 2 or 3 on Saturday |  |

### Session 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Activities</th>
<th>Reading &amp; Preparation (Highest Priority is in BOLD. Read, unless otherwise noted.)</th>
<th>Assignments Tests &amp; Quizzes</th>
<th>Notes for Dr. T</th>
</tr>
</thead>
</table>
| Aug 26     | Introduction and What Predicts Success: Why Do Some High-Potential People Fail and Others Succeed? | □ Read Syllabus  
□ Management Skills for Everyday Life: Chapter 1 (What Predicts Success?)  
□ Becoming a Leader: Early Career Challenges Faced by MBA Graduates (free from Library). Click or type this link: [http://pepperdine.worldcat.org/oclc/759342405](http://pepperdine.worldcat.org/oclc/759342405), especially pp. 457 to 466.  
□ Explore BSCI 651 and 650 courses in Sakai.  
□ Learning with Cases, Chapters 1-3.  
□ Watch for Big Five link from Centacs in your Pepperdine email. Dr. T will discuss what to do tonight. |                          | BEFORE  
*Former student(s) for Q & A advice for teams, PES format, self awareness?  
*Bring Big Five Workbooks  
*Verify Big Five link has been sent.  
DURING  
*Demonstrate Sakai, study.net;  
Banana time;  
Note on Team Process; Psych Contract; quiz; Voice thread.  
Dr. T should participate in XYZ (need odd # of triads).  
END  
*Big Five (watch for link)  
*Take syllabus quiz by start of next session.  
*This is Me form due by workshop |
Sept 2

| **CLASS WILL NOT MEET TONIGHT** |
| **TEAM SOCIAL EVENT** |
| **DEVELOPING SELF AWARENESS & BUILDING** |

- Check-in (three adjectives: Prior team experience has been ...)
- Discuss readings
  - Note on Team process: Discuss importance to team start-up.
- Banana Time Case
- Review Learning with Cases
- Big Five Assessment
- (if time, relate to situational leadership)
- What’s coming up

- Management Skills for Everyday Life: Chapter 2 (Developing Self Awareness)
- Required for Team Leaders only (optional all others)
  - Read Hill (1994) “Managing your team”
- Work on Team start-up presentation

**NOTE:** Do Team Social Event before starting on the

- If you haven’t already done so, complete online Big Five personality assessment (an email link was sent to you from “Centacs”). This needs to be completed 48 hours before class begins so they have time to score it and you have time to review it.

- **Banana Time Case** (study.net). Highlight case facts and/or make notes in margins.

- “Note on team process” by Linda Hill found in study.net. Make notes: What is the “framework” for group process suggested by Hill? What is different about group process versus working on a group task or assignment?

- Management Skills for Everyday Life: Chapter 8 (Creating a High Performance Team). Make notes: What group process or group dynamic frameworks are described in this chapter?

- Skim 7 Habits book, read introduction.

- Take syllabus quiz located in Sakai under “tests and quizzes”.

- Big 5 Workbook (skim Workbook, but read descriptions of the 5 personalities). Before reading your assessment. Try to guess what your score will be. Read your results: Based on your score for each of the five dimensions, make note of a personal example that describes each dimension (e.g., “When I go to a large party, I’m one of the last to leave” as an example of an extrovert.) For each of your personality dimensions, how might your score affect how you lead or how someone should lead you? For example, “as an extrovert, I need a quiet place to work because I get distracted – or I need to interact with people because I get bored.” Be prepared to discuss.

- **Bring in a copy** of Big Five assessment, which was forwarded to your Pepperdine email account this week. (B/W copies okay or avoid printing cost by bringing it on your laptop).

- **Upload “Food for Thought” paper #1 to Sakai**

- “Assignment” tab. (from Caproni sessions)

**CLASS WILL NOT MEET TONIGHT**

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- Required for Team Leaders only (optional all others)
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- “Assignment” tab. (from Caproni sessions)
<table>
<thead>
<tr>
<th>Date</th>
<th>Trust</th>
<th>Communicating Effectively</th>
<th>Developing Self-Awareness &amp; Managing Relationships with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Sept 23</td>
<td>Meet with your team</td>
<td>- Team Liaison: After your team meets, email Dr. T your team name, team members &amp; their roles. &lt;br&gt;- Read case descriptions at end of this syllabus (full case in study.net). Begin thinking about which case your team would like to lead. &lt;br&gt;- Management Skills for Everyday Life: Chapter 4 (Communicating Effectively), especially Active Listening &lt;br&gt;- Ross, R. (1994). Ladder of Inference (Study.net under title: Fifth Discipline Fieldbook: S... (570.63K) - pdf) ] pp. 242-246 &lt;br&gt;- Advocacy &amp; Inquiry. (Study.net under title: Fifth Discipline Fieldbook: S...(1.71M) -- pdf] pp. 253-263 &lt;br&gt;- Safety Memo Case (study.net). Highlight or note case facts in margins &lt;br&gt;- Team Liaison: Team Led Case Preference form due (&quot;Assignments&quot; tab in Sakai for form) &lt;br&gt;- Review &quot;Crucial Conversations&quot; notes in &quot;Resource&quot; section of Sakai.</td>
<td>- Reread section &quot;Effective Team Process&quot; in Note on Team Process, pp. 1-7 (study.net) &lt;br&gt;- Management Skills for Everyday Life: Chapter 6 (Managing Relationships with Your Subordinates, Bosses, and Peers) &lt;br&gt;- Management Skills for Everyday Life: Chapter 3 (Building Trust) pp. 84-93 (3rd ed.) &lt;br&gt;- Complete and score TKI instrument.</td>
</tr>
<tr>
<td>5 Sept 30</td>
<td></td>
<td></td>
<td>- Reread section &quot;Effective Team Process&quot; in Note on Team Process, pp. 1-7 (study.net) &lt;br&gt;- Management Skills for Everyday Life: Chapter 6 (Managing Relationships with Your Subordinates, Bosses, and Peers) &lt;br&gt;- Management Skills for Everyday Life: Chapter 3 (Building Trust) pp. 84-93 (3rd ed.) &lt;br&gt;- Complete and score TKI instrument.</td>
</tr>
</tbody>
</table>

**Exam Part A**

BEFORE
- *Print oral feedback & grading rubric*<br>- *Load step ladder*<br>- *Print A&I feedback form for Case*<br>- *Bring TKI*<br>- *Prepare APA examples*

DURING
- *Discuss FFT reflection & answer questions about grading. Show APA style again.*<br>- *Listen, don't solve. Problem person.*<br>- *Discuss team-led case assignments. Assign cases.*

END
- *Review Peer Evaluation form*<br>- *Discuss Exam Part A & B*<br>- *Handout TKI for next session & show how to use it*
**TKI Conflict management instrument**

- **Feedback Time with Group**
  - When you do __, I feel ___; I would prefer ____.

- **Debrief feedback time**
- **What’s coming up**

*AFTER CLASS: All Team Gatekeepers/Leaders and/or Liaisons meet with Dr. T to provide feedback/ ask questions. Discuss Managing Your Team reading.*

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### Oct 6

**Team Work Night & Gaining and Using Sustainable, Ethical Power and Influence**

*Class will not meet today*

Meet with your team instead

- Management Skills for Everyday Life: Chapter 5 (Gaining and Using Sustainable, Ethical Power and Influence)
- Complete Social Styles Assessment (p. 193-197 of textbook)
- Management Skills for Everyday Life: Chapter 3 (Building Trust) pp. 94-205 (3rd ed.)
- Work on team-led case or skill training assignment

---

### Oct 7

**Building Trust Leadership & Influence**

- Today/check-in
- Team Led Case #1
- Team Led case #2
- Discuss readings and assessments (including last Team Work Night)
- What’s coming up

*AFTER CLASS: All Team Gatekeepers/Leaders and/or Liaisons meet*

- Reread section from Management Skills for Everyday Life: Chapter 3 (Building Trust), on “Beyond Trust: The Relationship Between Positive Emotions and Success.” Discussion questions: How do positive emotions contribute to individual and organizational success? Under what conditions are seemingly negative emotions (e.g., pessimism and anger) useful? Be prepared to discuss your answers in class.

  - **Exercising Influence** HBS 9494080 (study.net)
  - Thomas Green: Power, Office Politics and a Career in Crisis case (study.net) *Team C3AM to lead case.*

---

**Team Led Case Teams 1 & 2** (see Assignment in Sakai)

*Teams 1 & 2: Be sure to complete Peer Evaluation form within the next 2 weeks (see Assignments tab in Sakai).*

---

**END**

-Discuss Team Skills Training Assignment
-Exam Part B next week. (Caproni chapters from sessions 4, 5, & 6. Timed Exam. Exam opens at 11:55 p.m. tonight & remains open until 6 p.m. at the start of next week’s class. Plan approximately 20 minutes.
-Don’t forget team skills training preference form when next we meet.

---

**Upload Journal #1 to Sakai – all entries.**

**Exam Part B**

---

**END**

-Don’t forget team skills training preference form next week
-After team conference call, load any case materials needed to team folder.
-Post summary of peer evaluation in Sakai for team start up

---

**BEFORE**

-Print oral feedback & grading rubric

**BEGINNING**

-All team members should hand in hard copy of Peer Evaluation form from team start up.
-Remind about Team Leader meeting

**END**

-Remind to do Peer Evaluation form after
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
</table>
□ Managing a Global Team: Greg James at Sun Microsystems, Inc case (study.net). Team Odyssey to lead case.
□ Wolfgang Keller case (study.net) Team Pary of Five to lead case.
□ Barbara Norris case (study.net) Team SENSE to lead case.
|          |                                                                                              | □ Upload Food for Thought #3 from Caproni chapters sessions 6 – 9.       |
□ Watch this video clip (45 mins) *A Class Divided* [http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html) Be prepared to answer these discussion questions: How did the teacher create a context that adversely affected some students' performance? Were there positive affects for other students' performance? Do you see any of these dynamics in today's workplace? If so, how? If not, why not? What can you do to prevent these types of dynamics at work?
□ Reflection. Specifically describe (with dialogue/actions) 1) a time when you felt wronged by someone at work (or home), and in which you interacted with the person. Do not pick an illness or a traumatic event such as murder or car accident. Stick with interpersonal exchanges/ avoidances/ behaviors/ attitudes. 2) Journal about the specific things the person did to wrong/harm you. 3) Next, shift perspectives and write about the same incident, but this time take responsibility for your part of the interaction. What did you do/say or NOT do/say that contributed to the chain of events? This is a difficult exercise, but do your best to write about how you contributed to the situation, even if you know the other person was the one in the wrong. **We will discuss in class.** |
|          |                                                                                              | □ BEGINNING
  *Teams 1 & 2 Hand in hard copy of peer evaluation form from Team Led Case*
  *Remind about Team Leader meeting after class tonight.*
  *Teams 3 & 4 Hand in hard copy of peer evaluation form from Team Led Case.* |
|          |                                                                                              | □ DURING
  *Pairs for exercise – based on comfort. Timing about 15 min each.*
  *Reinforce trust, forgiveness.* |
|          |                                                                                              | □ END
  *Ask for & assign roles for Everest simulation.*
  *Remind groups to complete Peer Evaluation form* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Work on Team Skills Training with your team</th>
<th>Required Activities:</th>
<th>BEFORE</th>
<th>Post summary of peer evaluation in Sakai for Team Skills Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Nov 4</td>
<td><em>Class will not meet today</em> Meet with your team instead Expect feedback from team critique via Sakai.</td>
<td>□ Seven Habits: Habits 1, 2 &amp; 3 □ How to Be an Adult, pp. 1-56 □ Read Chapter Summaries in Management Skills for Everyday Life, Chapter 10 (Crafting a Life) &amp; Chapter 9 (Diverse Teams and Virtual Teams) □ Watch 10 minute video clip: <a href="http://www.youtube.com/watch?v=u6XAPnuFjJc">http://www.youtube.com/watch?v=u6XAPnuFjJc</a> □ How Healthy Are You? <a href="http://www.realage.com">http://www.realage.com</a> □ Take this self-assessment that is based on the research on longevity. Taking this assessment helps you better understand how your life style may influence your health and, more importantly, may encourage you to take steps to enhance your health, happiness, and longevity</td>
<td>&quot;Load &amp; open simulation. &quot;Load orientation slides. &quot;Post summary of peer evaluation in Sakai for Team Led Case.</td>
<td>*Create &amp; post link for Everest Simulation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Putting it all together – Teams, Leadership, Communication</th>
<th>Class will not meet today</th>
<th>Exam Part C</th>
<th>Exam Part C</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Nov 11</td>
<td>Orientation to Simulation ▪ Everest simulation (be ready to go in your groups at 6 p.m. promptly). *You will need laptop computer WITH power cord. ▪ Review Simulation Results ▪ Final check out – What’s next?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 12 Nov 18 | Class will not meet today | □ Prepare notes/bibliography for Exam Part C □ Review course objectives and make notes about what you have learned. Support with readings, experiences, activities from class. Think about the specific theories and course material that supports each course objectives. Makes some notes about | | |

Exam Part C
**internet access needed at home or work.**

Go to Sakai “assignments” tab to download final essay exam questions. You have from 6 p.m. to 9 p.m. to complete the exam. Upload it to Sakai “assignments” tab under “Exam Part C” no later than 9:15 p.m. tonight.

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**Nov 25**

<table>
<thead>
<tr>
<th>Team Skill Training presentations &amp; students mini-cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Today/check-in</td>
</tr>
<tr>
<td>❖ Team Skills Training</td>
</tr>
<tr>
<td>❖ Debrief Team Process &amp; Individual Reflection.</td>
</tr>
<tr>
<td>❖ If time, discuss Readings from tonight and last week</td>
</tr>
<tr>
<td>❖ What’s coming up</td>
</tr>
</tbody>
</table>

Team Skill Training Presentations – 25 to 45 minute presentation, plus 5 minutes Q & A. Have personal reflection & team reflection slides ready, but we'll do those after all groups have presented for the night.

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**Dec 2**

<table>
<thead>
<tr>
<th>Team Skill Training presentations &amp; course debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Today/check-in</td>
</tr>
<tr>
<td>❖ Team Skills Training</td>
</tr>
<tr>
<td>❖ Debrief Team Process &amp; Individual Reflection.</td>
</tr>
<tr>
<td>❖ Debrief course &amp; Psych contract.</td>
</tr>
<tr>
<td>❖ Discuss Student Situations</td>
</tr>
<tr>
<td>❖ Discuss readings</td>
</tr>
<tr>
<td>❖ Assign Everest roles – team meets up in class.</td>
</tr>
<tr>
<td>❖ What’s coming up</td>
</tr>
</tbody>
</table>

Team Skill Training Presentations – 25 to 45 minute presentation, plus 5 minutes Q & A. Have 5 to 10 min personal reflection & team reflection slides ready, but we'll do those after all groups have presented for the night.

**Student Situations** (mini-cases). Think about a work or interpersonal situation in which you would like advice? List the 5 W’s (who, what, when, where, why) – If possible, write a ½ typewritten page, and bring enough copies for the entire class (you can print two to a page to save paper).
GSBM’s Mission
To develop values-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus and global in orientation. As a professional school growing out of the tradition of a Christian University, we seek to positively impact both society at large and the organizations and communities in which our students and graduates are members. Therefore, we affirm a higher purpose for business practice than the exclusive pursuit of shareholder wealth. We believe that successful management seeks collective good along with individual profit and is anchored in core values such as integrity, stewardship, courage, and compassion.

REQUIRED NOTICES FROM UNIVERSITY

University Code of Ethics

Originality of Work

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

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/.

RESOURCES

POTENTIAL CASES FOR TEAM LED CASE ASSIGNMENT

Charlotte Beers at Ogilvy & Mather Worldwide (A)

DESCRIPTION
Examines Beer's actions on assuming leadership of Ogilvy & Mather Worldwide, the world's sixth largest advertising agency, during a period of rapid industry change and organizational crisis. Focuses on how Beers, the first outsider CEO, engages and leads a senior team through a vision formulation process. Chronicles closely the debates among senior executives struggling to reconcile creative, strategic, and global vs. local priorities. Sixteen months later, with a vision statement agreed upon, Beers faces a series of implementation problems. Turnaround has begun, but organizational
structures and systems are not yet aligned with the firm's new direction. Concludes as Beers must decide how to work best with her senior team to achieve alignment in 1994.

Subjects Covered:
Advertising; Leadership; Multinational corporations; Organizational change

Managing a Global Team: Greg James at Sun Microsystems, Inc. (A)

DESCRIPTION
Greg James, a global manager at Sun Microsystems, Inc., sets out to meet with his entire 43-member customer implementation team spread across India, France, the United Arab Emirates, and the United States of America to resolve a dire customer system outage as required by a service agreement. Rather than finding a swift resolution to the rapidly escalating customer situation that motivated his trip, he finds himself facing distributed work, global collaboration, conflict and management issues that are threatening to unravel his team.

Learning Objective:
To explore the issues of managing a globally distributed team.

Subjects Covered:
Global business; International business; Interpersonal relations; Teams; Technology; Work force management; Work life balance

Thomas Green: Power, Office Politics and a Career in Crisis

DESCRIPTION
The case describes the dilemma of a marketing manager, Thomas Green, who, after being rapidly promoted, is harshly criticized by his boss, Frank Davis. Green and Davis disagree on work styles and market projections. Green believes the sales goals set by Davis are based on "creative accounting" and grossly overstate the current market environment. A mood of silent conflict develops quickly between the two men, and Green is concerned that Davis is building a case to fire him. Green's situation is one in which his failure to adapt his work style and fully understand the demands and boundaries of his new position may lead to his discharge. A factor in the background is Green's relationship with his boss's boss.

Learning Objective:
Introduce the role that personal work styles and politics play in a corporate environment. Explore the concepts of power and influence. Evaluate strategies for constructive conflict resolution. Provide a framework for developing a productive relationship with one's boss.

Subjects Covered:
Communication; Conflict management; Performance management; Personal strategy & style; Power and influence; Superior & subordinate

Wolfgang Keller at Konigsbrau-TAK (A)

DESCRIPTION
Wolfgang Keller, manager of the Ukrainian subsidiary of a German beer company, faces a managerial dilemma. His subordinate, Dmitri Brodsky, is a talented and experienced commercial director who is not meeting his goals expeditiously and often requires considerable assistance from Keller. Furthermore, Brodsky's style is causing conflict with clients, other staff members, and with Keller himself. Keller must decide the best course of action to take with this difficult employee in an environment in which the industry is rapidly changing and growing and the war for talent is strong. He must also consider what comprises an effective performance review and how his own behavior impacts Brodsky's poor performance. This case is a modernized revision of the popular case "Wolfgang Keller at Königsbräu-Hellas (A)."

Subjects Covered:
Human resource management; Leadership; Management styles; Performance appraisals; Superior & subordinate
Barbara Norris: Leading Change in the General Surgery Unit

DESCRIPTION
Barbara Norris struggles to address the many problems facing her as a recently promoted nurse manager in the General Surgery Unit (GSU) at Eastern Massachusetts University Hospital (EMU). She has inherited a unit with the lowest employee satisfaction scores and highest employee turnover rate among all of the departments at EMU. Furthermore, her new unit was infamous for its culture of confrontation, blaming and favoritism. The staff that has remained is dissatisfied, unmotivated and not functioning as a team to deliver patient care. In fact, GSU’s patient satisfaction scores, although average, had been declining steadily over the past few years. Barbara has been asked by EMU’S Director of Nursing to turn the unit around in the midst of an economic crisis and deep cost-cutting measures throughout the hospital. Where and how should she begin?

Learning Objective:
This case explores several issues: employee satisfaction and job motivation; change management; managing a crisis; taking charge; human resources management; leading teams; hostile work environments; performance review and management; middle-managers; employee morale; employee turnover and retention.

Subjects Covered:
Crisis management; Group dynamics; Human resource management; Job satisfaction; Leadership; Middle management; Morale; Motivation; Organizational behavior; Organizational culture; Performance appraisals; Work environments

Cirque du Soleil

DESCRIPTION
Retaining talent is an issue for any company whose success relies on the creativity and excellence of its employees. This is especially true for Cirque du Soleil, the spectacularly successful "circus without animals," whose 2,100 employees include 500 artists--mimes, clowns, acrobats, gymnasts, musicians, and production professionals. Managing a company full of creative people is a juggling act in itself, between keeping its artists happy and pursuing a successful strategy for attracting more business and talent.

Learning Objective:
To focus on the particular importance of treating employees like customers in order to grow employee satisfaction along with commercial success.

Subjects Covered:
Human resource management; Organizational behavior; Service management

This form can be found in Sakai, under assignments tab

Please submit a printed copy of your preferences for leading the cases above on the night you present your team start-up presentation.

<table>
<thead>
<tr>
<th>Preference</th>
<th>How interested is your team in leading the discussion for each of the cases? Place an X in the box that best reflects your team’s interest for each case.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Names</td>
<td>5 Highest interest</td>
</tr>
<tr>
<td>Charlotte Beers at Ogilvy &amp; Mather Worldwide (A)</td>
<td></td>
</tr>
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This form can be found in Sakai, under assignments tab
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<td>Wolfgang Keller at Konigsbrau-TAK (A)</td>
</tr>
<tr>
<td>Barbara Norris: Leading Change in</td>
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<tr>
<td>the General Surgery Unit</td>
<td></td>
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<tr>
<td>Cirque du Soleil</td>
<td></td>
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</tbody>
</table>

Submitted by (team name) __________________________________________________________

Liaison’s Name ___________________________ Phone ___________________________

Liaison’s email _______________________________________________________________